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ABSTRACT

These guides, designed to accompany the daily Cable News Network (CNN) Newsroom broadcasts for June 1-30, 1999, provide program rundowns, suggestions for class activities and discussion, links to relevant World Wide Web sites, and a list of related news terms. Top stories include: NATO bombings in Belgrade amid peace negotiations, people of South Africa go to the polls, millions turn out for South Africa's second all-race elections, and the Serb parliament accepts NATO's Kosovo peace plan (June 1-4); talks between NATO and Serb military leaders collapse, bombs persist over Yugoslavia, at President Clinton's urging, theaters will make viewers present photo identification to see "R" rated movies, Yugoslav officials agree to begin withdrawing troops from Kosovo as part of a peace deal, and Yugoslav troops begin withdrawing from Kosovo (June 7-11); NATO troops assert control over Pristina, Yugoslavia, U.S. forces arrive in Kosovo, tensions mount as Yugoslavian troops withdraw from Kosovo, Vice President Al Gore announces his candidacy for U.S. President, and Kosovo refugees return home (June 14-18); CNN Newsroom provides a chronology of the Kosovo conflict, the KLA solidifies ties with NATO by signing a disarmament agreement, President Clinton visits with Kosovar refugees at the Stankovec Refugee Camp, investigators gather evidence of war crimes in Kosovo, and to better understand the evolution of the universe, NASA launches the FUSE telescope (June 21-25); the international community extends efforts to help rebuild Kosovo, NATO forces continue to encourage KLA disarmament in Kosovo, and Kurdish rebel leader, Abdullah Ocalan, receives the death sentence (June 28-30). (AEF)

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ED 430 563

CNN Newsroom Classroom Guides
June 1999

by Turner Learning, Inc.

IR019704

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Sincerely,

Louis C. Pugliese

Louis C. Pugliese
CNN NEWSROOM Project Director
Turner Educational Services, Inc.

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America Online	National	800-344-6219
FrEdMail	National	619-475-4852
Ingenious	National	800-772-6397
Internet	National	majordomo@tenet.edu "SUBSCRIBE CNN-NEWSROOM"
MCI Mail (FAX)	National	800-388-4128
Arizona EdLink	Arizona	602-542-3083
Big Sky Telegraph	Montana	406-683-7338
CSUNet	California	800-272-8743
FIRN/DOE	Florida	904-487-0911
GC EduNet`	Georgia	912-454-2520
IdeaNer/DOE	Indiana	317-232-0808
KET	Kentucky	606-258-7000
Merrimack Educ. Center	Massaxhusetts	508-256-3985
NYCENet	New York	718-461-8756
Ohio Dept. If Education	Ohio	614-466-7000
PennLink/DOE/Teacher Pages	Pennsylvania	717-787-1831
SENDIT Project	North Dakota	701-237-8109
TENET	Texas	512-471-2400
University of Virginia	Virginia	804-924-0615
Virginia PEN	Virginia	804-371-7523
	LEARNING LINK PROVIDERS	
Georgia Public TV-The Link	Georgia	404-756-2566
KCTS	Washington	206-443-6780
KMOS	Missouri	816-543-8122
KQED	California	415-553-2472
NewJersey Link	New Jersey	609-777-5087
PA Learning onLine	Pennsylvania	717-533-3548
South Carolina Educational TV	South Carolina	803-737-3397
UNC Public Television	North Carolina	919-549-7193
Vermont ETV	Vermont	802-655-4800
Wisconsin Educational Communications Board	Wisconsin	608-264-9688
WCFE	New York	518-563-9774
WCNY	New York	315-453-2424
WHRO	Virginia	804-489-9476
WLRN	Florida	305-995-2254
WMHT	New York	518-356-1700
WNET/Thirteen	New York City	212-560-6675
WSBE	Rhode Island	401-277-3636
WVIZ	Ohio	216-398-2800

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CNN NEWSROOM

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Is your school wired for cable-TV? ☐ Yes ☐ No

Name of cable company serving your school: _____

Do you have a satellite receiver? ☐ Yes ☐ No

Will you receive CNN NEWSROOM by ☐ Satellite or ☐ Cable?

Type of school: ☐ Public ☐ Private ☐ Parochial

School grade level *(check one)*:

☐ Elementary ☐ Middle ☐ Jr. High ☐ Sr. High ☐ K-12

☐ Other _____

Student enrollment: _____

School Name: _____

Address: _____

City: _____

State: _____ Zip: _____

County: _____

School Phone: ( ) _____

Principal's Name: _____

Do you use any electronic mail or online services? ☐ Yes ☐ No

If yes, which ones? _____

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NAME

_____
JOB TITLE DEPT COURSE

_____
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JOB TITLE DEPT COURSE

2. _____
NAME

_____
JOB TITLE DEPT COURSE

3. _____
NAME

_____
JOB TITLE DEPT COURSE

4. _____
NAME

_____
JOB TITLE DEPT COURSE

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CNN NEWSROOM Guide

June 1, 1999

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 01:00... 02:15
Top Story ... 03:50... 06:05
Teachers please prescreen this segment.
NATO bombings continue in Belgrade amid the backdrop of peace negotiations.

In the Headlines ... 02:45... 08:50
SPACE SHUTTLE UPDATE

YOUR DAILY DESK ... 01:00... 09:50
Health Desk ... 02:50... 12:40
OSHA proposes new regulations to prevent worker overexertion and repetitive stress injuries.

WORLDVIEW ... 01:00... 13:40
Top of the World ... 02:15... 15:55
History has produced a general distrust of outsiders among the Chinese people.

Taking Care of Business ... 02:50... 18:45
Havana sees the new European currency, the Euro, as a lifesaver.

Where in the World? ... 04:55... 23:40
Egypt's Arabian horses are among the most prized breeds of animals worldwide.

NEWSROOM CHRONICLE ... 00:40... 24:20
Memorial Day History ... 03:25... 27:45
The origin of Memorial Day dates back to the Civil War.

CNN NEWSROOM CLOSE ... 00:15... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Balkans Crisis

1. Why is NATO continuing to bomb Belgrade? According to Yugoslav reports, who were the latest civilian casualties of NATO's missile attacks? Why do you think Yugoslav television invited the media to photograph the results of the alleged NATO's missile attacks? According to NATO, what

is the strategic purpose of its military campaign?

2. What is the "Group of Eight"? What are the principles of the Group of Eight's peace proposal? Do you think President Milosevic is sincere about negotiating peace? Explain. Do you think NATO should insist that Belgrade comply with all of its conditions for peace before stopping its military campaign? Why/why not? Have each student write a position paper discussing whether or not NATO and Yugoslavia are capable of securing peace through diplomacy. Have students share their papers and discuss.

LINKS:
http://cnn.com/US/9905/31/us.kosovo.russia/
http://cnn.com/WORLD/europe/9905/31/kosovo.02/index.html
http://cnn.com/WORLD/europe/9905/29/kosovo.03/index.html
http://cnn.com/SPECIALS/1998/10/kosovo/related.sites/

In the Headlines : In the Headlines

1. What is the International Space Station? What does STS 96 stand for? What is this Discovery crew's mission? What is the Zarya module?

2. Divide your class into seven groups. Direct each group to research the personal, educational and professional backgrounds of one of the seven Discovery astronauts. What type of training did these individuals receive to prepare them for this mission? Why do you think these individuals were selected for this Discovery mission? What are the benefits and drawbacks of having an international crew?

3. Ask students to share what they know about the history of space exploration. Divide your class into four groups to research the background of the International Space Station, Space Shuttle program and America's Space Shuttle orbiters. Refer each group to online resources, including the third website below, to prepare a multimedia presentation about the background of either the orbiter Enterprise, Columbia, Challenger or Discovery. Instruct groups to identify the origin of the orbiter's name, its distinct features and the history of its missions. Following the presentations, discuss how this Discovery mission is different from previous Discovery missions. Is this mission important to the success of the International Space Station? Explain.

LINKS:
http://cnn.com/TECH/space/9905/30/shuttle.01/index.html
http://cnn.com/TECH/space/9905/31/shuttle.01/
http://www.ksc.nasa.gov/shuttle/resources/orbiters/discovery.html
http://station.nasa.gov/index-m.html
http://station.nasa.gov/shuttle/archives/sts-96/index.html
http://station.nasa.gov/station/reference/index.html
http://cnn.com/SPECIALS/multimedia/vrml/iss/

EDITOR'S NOTE:
sanatorium
Slobodan Milosevic
NATO
International Space Station
Zarya module
unity docking node

YOUR DAILY DESK

Health Desk : Workplace Injuries

1. What is OSHA? What are repetitive stress injuries? What percentage of lost workday injuries and lost wages in the U.S. are caused by overexertion and repetitive stress? What is ergonomics? How has the U.S. Chamber of Commerce responded to OSHA's proposed regulations? How do you think these proposed regulations would economically impact U.S. businesses? Do you think employers should comply with OSHA's proposed recommendations? Explain.

2. Have students refer to the websites below to learn more about the causes, symptoms and medical conditions associated with repetitive stress injuries. What types of activities cause repetitive stress injuries in children? Have students create a presentation and an accompanying brochure to inform their peers about the symptoms, causes, and ways to prevent repetitive stress injuries. Repetitive stress injuries may occur from repeated use of computers and musical instruments, as well as from playing certain sports; Therefore, you may want to have your class deliver its presentation to students attending physical education, music and computer classes.

   EXTENSION: Direct small groups of students to select a specific type of repetitive stress injury. Have each group research and discuss how the injury might impact a person's physical mobility, lifestyle and emotional health. Also, have groups identify how the activity might be ergonomically modified to prevent people from developing repetitive stress injury. Have groups share their findings and discuss.

LINKS:
http://kidshealth.org/parent/safety/ergonomics.html
http://engr-www.unl.edu/ee/eeshop/rsi.html
http://www.osha-slc.gov/SLTC/ergonomics/
http://www.ergoweb.com/Pub/ewhome.shtml
http://sbinformation.miningco.com/msub58.htm?TMog=26048251074639m&Mint=691102722113848

EDITOR'S NOTE:
ergonomics
repetitive stress injury
OSHA
workers compensation
carpal tunnel syndrome
prevention

WORLDVIEW

Top of the World : China Xenophobia

1. What is xenophobia? What recent event reignited the sense of xenophobia among the people of China? Explain how they reacted to this event.

2. According to the video, what specific events in China's history have contributed to the general distrust of strangers and internationals? Why do the Chinese feel "bullied" by international interests? How do historical events support their feelings? What is now motivating the Chinese to become more integrated into the international community? In spite of this motivation, why do you think China's xenophobia still exists?

3. Historians often note that the Chinese people have shared a common culture longer than any other

group on earth. Do students think their shared culture or their history has played a bigger role in the Chinese people's views of internationals and their motives? Have students work in groups to examine China's history and culture and accounts of internationals who have traveled to the country. Have groups share their findings. Discuss how history and culture shape not only a national identity, but other nations' perceptions about the citizens of other countries, including China and the U.S.

LINKS:
http://www.smplanet.com/imperialism/fists.html
http://www-students.doc.ic.ac.uk/~vbhy/hongkong/OpiumWar.html
http://www.cbw.com/foreign/
http://acc6.its.brooklyn.cuny.edu/~phalsall/texts/chinhist.html

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Taking Care of Business : Cuba Euro

1. Why do Cubans see the U.S. dollar as "a symbol of American economic dominance" and "a necessary and ironic evil"? How has the economic embargo affected Cuba's exchange of dollars into other currencies? Why can't Cuba make international payments in dollars? How does this explain why Cuban authorities are anxious to begin dealing in the euro?

2. How might the use of the euro impact the Cuban economy? What might the euro do to the dollar's dominance in Cuba? Will the euro ever completely sever Cuba's ties to the U.S. dollar? Explain.

3. What is the current status of Cuba-U.S. relations? What factors are responsible for this relationship? Have students work in groups to research the current U.S. policy toward Cuba considering specifically the economic policy in the form of the embargo. Share group findings and discuss why the current U.S. policy is in place. To what extent, if any, do students think the introduction of the euro in Cuba will reduce the effectiveness of this policy? Discuss.

LINKS:
http://europa.eu.int/euro/html/entry.html
http://www.state.gov/www/regions/ara/us_cuba_index.html
http://www.detnews.com/1998/nation/9807/18/07180074.htm
http://www.state.gov/www/regions/ara/970228_ranneberger.html

Where in the World? : Egyptian Arabian Horses

1. According to the video, when were Egyptian Arabian horses first bred to ensure the purity of their bloodline? Who has been breeding these horses for centuries with the goal of maintaining the purity of their line? What characteristics of the breed make it an ideal "war horse," especially in desert conditions? For what other abilities and traits are Arabian horses known? How much can an Egyptian Arabian horse cost? Why do you think they are so expensive?

2. In the video we learn that the Arabian horse is a 3,000 year old breed that has been used by different people for different purposes. Assist your students in searching online and other resources to learn more about the history and characteristics of this breed. Then challenge each student to write a brief story from the point of view of an Arabian horse, at any time in history. What would this horse "tell" us about its experiences if it could talk? Share student stories.

LINKS:
http://www.povn.com/ahbn/egyptian.htm
http://www.egyptian-arabian.com/
http://www.arabhorse.com/

EDITOR'S NOTE:
xenophobia
economic embargo
euro
monopoly
Bedouin
dressage
People's Republic of China

NEWSROOM CHRONICLE

Memorial Day History : Memorial Day History

1. What is the significance and origin of Memorial Day in the U.S.? Who was John Logan? Why was May 30 selected as Memorial Day? Why was Memorial Day originally called Decoration Day? When and why did Memorial Day come to commemorate "all dead, known and unknown?"

2. Why do you think Memorial Day was mostly celebrated outside of the South? Has the meaning of Memorial Day changed during the last 50 years? Explain. Do you think it is important to celebrate a Memorial Day? Why/why not?

3. During the first Memorial Day ceremony 131 years ago, General James Garfield stated that in sacrificing their lives, soldiers "made immortal their patriotism and virtue." What is the meaning of this statement? Do you think this statement holds true in 1999? Instruct students to conduct print, archival and online research to identify a personal account of a soldier's patriotic actions during a military engagement. Next, have each student write a Memorial Day speech commemorating the actions of this individual. Have students share their speeches with the class. As part of their presentations, students should provide historical information about the war or conflict.

LINKS:
http://www.waterloony.com/MemDay.html
http://cnn.com/ALLPOLITICS/stories/1999/05/31/memorial.day.clinton/
http://www.awod.com/gallery/probono/cmhs/

EDITOR'S NOTE:
Memorial Day
Civil War
John Logan

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

June 2, 1999

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:35... 01:35

TODAY'S NEWS ... 01:30... 03:05
Top Story ... 02:45... 05:50
The people of South Africa go to the polls today.

At Issue: Entertainment Industry Violence ... 03:00... 08:50
Pres. Clinton orders a study into the marketing practices of the entertainment industry.

YOUR DAILY DESK ... 00:55... 09:45
Business Desk ... 02:15... 12:00
Online companies have chatroom monitors, but critics claim this violates free speech.

WORLDVIEW ... 00:25... 12:25
Inside Asia ... 02:20... 14:45
According to experts, North Korea's famine is getting worse.

Political Front ... 02:30... 17:15
India's nuclear capability has become a major domestic political issue.

Inside North America ... 03:25... 20:40
Some U.S. colleges are instituting distance learning degree programs.

Fast Fact ... 02:10... 22:50
China replaces Japan as a leader in the Asian tourism market.

NEWSROOM CHRONICLE ... 00:30... 23:20
After the Bell: Applying to College ... 03:50... 27:10
Experts offer tips you can use to help you "sell yourself" to the college of your choice.

CNN NEWSROOM CLOSE ... 00:50... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Election in South Africa

1. What kind of government does South Africa have? For how long has it had this kind of

government? What is apartheid? When did it exist in South Africa? How did it end?

2. Who is Nelson Mandela? Who will be replacing him as President of South Africa? How is Thabo Mbeki's background similar to that of his predecessor's? What ties does Mr. Mbeki have to Mr. Mandela? How was Mr. Mbeki prepared to be a future leader of South Africa?

3. What do we know about Thabo Mbeki's "strategic vision"? What do you think he means by his call for an "African Renaissance"? What issues will Mr. Mbeki face as South Africa's next president? Is he looking forward to the job? Explain.

4. Besides the African National Congress, the party of Nelson Mandela and Thabo Mbeki, many parties are vying for seats in South Africa's parliament. Have students consult the first website below to learn more about the seven political parties that currently hold seats in the country's legislature (Sixteen political parties are running for seats in the national elections today.) What are the advantages and disadvantages of a multi-party political system? Have students work in groups to learn more about the positive and negative aspects of multi-party politics and compare this system to the two-party system in the U.S. Have groups present visual comparisons (charts, diagrams) of the two kinds of political systems and discuss the advantages/disadvantages of both.

LINKS:
http://www.polity.org.za/
http://link2southafrica.com/
http://cnn.com/WORLD/africa/9906/01/s.africa.elex.01/

At Issue: Entertainment Industry Violence : At Issue: Entertainment Industry Violence

1. What did Columbine High students see as they returned to their school to reclaim their books and bags? How has the tragedy at Columbine affected the way many view violence in the media and in entertainment? Why is President Clinton ordering a study of the marketing practices of the entertainment industry? Do you think this is a good idea? Why/why not?

2. What federal agencies will conduct this study? What is "deceptive advertising"? Do you think the entertainment industry engages in "deceptive advertising"? State your rationale.

3. One critic of President Clinton's proposal has said, "We know we have to get to the root causes of the problems and the root causes are the deterioration of families." Others say that any attempt to make certain entertainment ads illegal could be a violation of the First Amendment. Read these statements to students and ask them whether they agree or disagree with any one or both of them. Initiate a class discussion focusing on steps that should be taken by governments to reduce the risk of youth violence. Do students think President Clinton's study is a step in the right direction or a waste of time? Have each student write an editorial in response to that question.

LINKS:
http://cnn.com/ALLPOLITICS/stories/1999/06/01/clinton.safety/
http://www.freep.com/news/nw/qmedia24.htm

EDITOR'S NOTE:
apartheid
exile
Communist Party
ANC
African Renaissance
Thabo Mbeki
First Amendment

deceptive

YOUR DAILY DESK

Business Desk : Internet Watchdogs

1. What is Yolanda Rivas' job? What kinds of complaints does she hear online? How does her online company deal with offensive individuals? How can online services find an individual who makes threats?

2. Some critics charge that the use of chatroom monitors infringes on the free speech of users. Do students agree or disagree? Remind them that the online services are businesses, and that they are attempting to regulate themselves in part by using chatroom monitors as a kind of Internet "police." Do students think this is a good idea? Discuss whether the federal government or the online businesses should be regulating the Internet.

3. What is the Communications Decency Act? When was it passed? What is its current status? Have students work in groups to research the Communications Decency Act and the differing views in support of and opposition to this measure. Share group findings. Have each group locate one other aspect of business that is subject to "free speech" limits. Examples might be truth-in-advertising and limits on on-air radio/television language (such as profanity). Discuss whether these limits infringe on the right to free speech.

LINKS:
http://www.cdt.org/cda.html
http://www.aclu.org/court/cdadec.html
http://www.eff.org/blueribbon.html
http://lowellg.simplenet.com/free.htm

EDITOR'S NOTE:
chatroom
free speech

WORLDVIEW

Inside Asia : North Korea Famine

1. What is a famine? Why and for how long has North Korea been expriencing a famine? Why is the North Korean famine referred to as the "hidden famine"? How many North Koreans have died since 1995 as a result of the famine? How has the World Food Programme responded to North Korea's plight?

2. Have students share their knowledge about the history of North Korea since the Korean War. Refer students to the websites below to investigate the status of North Korea's economy and its relationship with Western nations. Why do some nations feel that North Korea poses a threat to the international community? How has the international community responded to the North Korea's famine? As a class, discuss the political ramifications of these actions. Ask students: Do you think the international community should provide food and financial assistance to help North Korea cope with its famine? Why/why not?

LINKS:

http://www.wfp.org/
http://www.interaction.org/disaster/nkorea.html
http://wwwnotes.reliefweb.int/

Political Front : India Nuclear Weapons

1. Who is Atal Behari Vajpayee? Why did he order India to carryout nuclear testing last year? What is the significance of India's National Technology Day? How did Pakistan respond to India's nuclear test? Why did Mr. Vajpayee lose a vote of confidence in India's parliment? What is the Nuclear Test Ban Treaty? According to political analysts, why is India reluctant to sign the treaty?

2. Direct students to the websites below to investigate the answers to the following questions: How is nuclear warfare different from other types of warfare? What are the strategic benefits and drawbacks associated with possessing nuclear armaments? How does the testing of nuclear weapons impact the environment? Do you think it is necessary for nations to possess nuclear weapons? Why/why not?

3. Have students research the history of relations between India and Pakistan during the last 50 years. Why have these nations been at war? Do students think these two nations continue to pose a threat to one another? How might the international community be affected if tensions between India and Pakistan escalated? Divide your class into two groups, representing either the government of India or the Nuclear Test Ban Treaty Commission. Have your class conduct a conference between these two groups to determine whether India should sign the Nuclear Test Ban Treaty. Instruct the treaty group to present the history and benefits of the Nuclear Test Ban Treaty. In turn, the India group should prepare an argument in support of or opposition to the treaty.

LINKS:
http://www.clw.org/pub/clw/coalition/ctindia.htm
http://www.clw.org/pub/clw/coalition/cthist.htm
http://www.psr.org/ctbtpage.htm

Inside North America : Internet Alma Mater

1. What is distance learning? Why is the Jones International University historically significant? What percentage of U.S. colleges and universities offer distance learning degree programs? Why is Eli Noam a proponent of distance learning on the Internet?

2. How do you think the educational institutions benefit from offering distance education programs? In what way does technology drive the field of distance education? How might increasing the access to higher education opportunities impact society? Do you think online degree programs could affect the significance or marketability of a college degree? Explain.

3. Distance learning is not limited to colleges and university students. Have groups of students refer to Internet resources, including the websites below, to investigate the learning opportunities offered by elementary and secondary educational organizations and institutions, including museums and libraries.

4. Divide your class into two groups to debate the following question: Could distance learning make K-12 school obsolete? Have both groups consider the following questions: What is the purpose of schools? What are the different ways that people learn? What are the strengths and limitations of the technology associated with distance learning? Following the debate, have students determine which were the most compelling arguments.

LINKS:

http://www.bergen.org/DistanceLearning/hotindex.html
http://teams.lacoe.edu/
http://www.uwex.edu/disted/index.html

Fast Fact : Chinese Tourism

1. How has the toursim industry changed in Japan during the last several years? Why is the tourism industry expanding in Hong Kong? Why is Australia's "Approved Designation Status" historically significant? How many Chinese tourists are expected to visit Australia during the next eight years? Do you think this influx of Chinese tourists will impact Australia's economy? Explain.

2. Inform students that according to experts, tourism has emerged as the single largest economic activity on a worldwide basis. Have students generate a list of the different economic opportunities that are generated as a result of tourism. Group students. Instruct each group to select a popular tourist destination in Hong Kong, Australia or Thailand. Refer each group to multimedia resources, including the websites below, to identify how the area caters to tourism. How has tourism affected the area? How much revenue is generated in this area as a result of tourism? What are the benefits and drawbacks associated with being a center of tourism?

LINKS:
http://redback.vut.edu.au/caps/tournet/tourism.html
http://www.world-tourism.org/
http://unescap.org/index.html
http://unescap.org/tctd/tourism.htm
http://city.net/countries/china/hong_kong/

EDITOR'S NOTE:
North Korea
famine
sanctions
Nuclear Test Ban Treaty
distance learning
China
tourism

NEWSROOM CHRONICLE

After the Bell: Applying to College : After the Bell: Applying to College

1. According to the video, when should students begin thinking about and preparing for college? Why do college admissions experts advise students to hit the books hard as soon as they enter high school? Why do you think academic preparation is the most important task for a student who wants to get into college?

2. What kinds of courses do admissions personnel recommend for students considering college? What tests should college candidates take? What kinds of extracurricular activities are recommended? Have groups of students use the suggestions from this video as well as those from other resources, like the websites below, to help them create informative brochures on "Tips for Applying to College." Have the class select the best brochure and make copies for your school's Guidance Center.

LINKS:

http://cbweb1.collegeboard.org/collapps/html/index000.html
http://www.collegeedge.com/apply/art/apply.stm
http://www.collegescholarships.com/index.html

EDITOR'S NOTE:
ACT
SAT
essay
extracurricular
well-rounded
microcosm

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

June 3, 1999

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:40... 01:40

TODAY'S NEWS ... 00:20... 02:00
Top Story ... 02:50... 04:50
Millions turn out for South Africa's second all-race elections.

On This Date ... 00:25... 05:15
June 3, 1989: Chinese troops fire on students protesting in Beijing's Tiananmen Square.

In The Headlines ... 02:45... 08:00
CLINTON TO RENEW CHINA'S MFN STATUS

YOUR DAILY DESK ... 00:45... 08:45
Science Desk ... 02:15... 11:00
Sony unveils its entertainment robot dog, Aibo.

Pop Quiz ... 01:15... 12:15
When did the first space vehicle reach Earth's moon?

WORLDVIEW ... 00:40... 12:55
Top of the World ... 03:20... 16:15
A metal processing plant in Mexico produces high levels of lead that threaten the lives of local citizens.

Who's Who? Pol Pot ... 02:05... 18:20
TEACHERS: PLEASE PRE-SCREEN THIS REPORT.
One year after the death of Pol Pot, Cambodia tries to recover from the legacy of the Khmer Rouge.

Culture Watch ... 04:20... 22:40
A new book depicts Chinese folk paintings that reflect the country's diversity and culture.

NEWSROOM CHRONICLE ... 00:35... 23:15
Moon Rocks ... 03:10... 26:25
A NASA program allows moon rocks to circulate among classrooms throughout the U.S.

Look Ahead ... 00:35... 27:00
Next week: Stock Market Tour

CNN NEWSROOM CLOSE ... 01:00... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Elections in South Africa

1. How was yesterday's historic election in South Africa different from the election of 1994? How did outgoing President Nelson Mandela describe this election? Who is his likely successor? What was his mood? Which party is expected to sweep these elections?

2. Who is Lucky Rokhotso? Why is he a supporter of the ANC? According to Mr. Rokhotso, how did voting in 1994 change his life? Why do you think that black voters who are not pleased with the current government are still willing to vote for ANC candidates?

3. Remind students that South Africa's political system is a multi-party system. There are sixteen political parties vying for seats in the national parliament. In class discussion, compare this system to that of the U.S., where two parties dominate the political landscape. Discuss how a multi-party system provides a wider range of choices for voters but fragments, rather than concentrates, political power. Parties that win legislative seats in multi-party systems often have to create a coalition among themselves in order to accomplish general political goals. Assuming that he becomes President, how would Thabo Mbeki create a broad-based coalition that would give several interests a feeling of inclusion in the political process? Have students work in groups to research the issues on the minds of South African voters in this election. Then have each group write an acceptance speech from Mr. Mbeki that describes how he would approach these issues so as to accommodate the interests of both his supporters and some opposing party members.

LINKS:
http://cnn.com/WORLD/africa/9906/02/south.africa.vote.02/
http://www.anc.org.za/
http://www.anc.org.za/elections/
http://www.news-real.com/story/apnews/19980613/11/01/188244_st.html

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In The Headlines : In The Headlines

1. What happened ten years ago in Tiananmen Square in Beijing, China? What is Most Favored Nation (MFN) status? Why do you think President Clinton has changed this term to "Normal Trade Relations" when it comes to China? How would the renewal of MFN status promote U.S./China trade? How could issues like the incident at Tiananmen Square prevent some in Congress from going along with the president's wishes?

2. Besides Tiananmen Square, what more recent events are persuading many in Congress to oppose MFN status for China? What unlikely coalition has united in opposition to the president on this issue? What other economic benefit does the Clinton Administration seek for China? How could renewed MFN status for China go into effect? What could Pres. Clinton do to block Congress' actions? Would Congress have any recourse? Explain.

3. Working in small groups, have students research pertinent information on MFN status, and opinions on whether or not this status should be renewed for China. Have each group make a list of the reasons in favor of and against MFN status for China, and decide what political and economic interests in your community or state would support each side, and why. Have each group share its findings and speculate as to what the majority of voters in their community/state would think about this issue.

   EXTENSION: If possible, invite your congressional representative or a spokesperson from his/her office to discuss the representative's view on continued MFN status for China.

LINKS:
http://ps.ucdavis.edu/classes/ire001/econ/mfn.htm
http://www.state.gov/www/current/debate/china.html
http://itds.treas.gov/ITDS/ITTA/mfn.html
http://www.amnesty.ca/library/1999/asa1707.htm
http://www.amnesty.ca/june4/index.html

EDITOR'S NOTE:
African National Congress
Thabo Mbeki
Nelson Mandela
Tiananmen Square
Most Favored Nation
Normal Trade Relations

YOUR DAILY DESK

Science Desk : Robo Rover

1. How is the dog in this story different from other dogs? Who makes these dogs? What technologies are being used to simulate eyes and ears? In what ways do these technologies allow the dog to be interactive? What is the name of these dogs? From what language is the name derived? What does it mean?

2. Who do you think will be the potential buyers for this dog? What are the advantages and disadvantages of having this kind of dog as opposed to a "real" dog? Do you think the Aibo dog "thinks"? Do you think SONY will sell many of these at their price tag of $2500? How expensive do you think a pure-bred "real" dog would be?

3. Generate a class discussion about the meaning of the word "robot." While robots have been used in the business world to automate production and perform quality control tests, the robots people are most familiar with are the ones they see in films and on TV. Divide your class in two groups. Have small groups from one half of the class investigate how robots are being used in industry today, while groups from the other half investigate how robots in films and on TV have evolved from the 1950's to the present. Have all groups share their research, comparing and contrasting their characteristics. If it hasn't already come up, inform students that many of the futuristic robots of film and TV are self aware, or sentient. Discuss whether or not Aibo will be sentient, and what it might mean to have a computer that really was self-aware and able to learn on its own.

LINKS:
http://ranier.hq.nasa.gov/telerobotics_page/coolrobots.html
http://www.robotics.com/robots.html
http://www.geocities.com/Eureka/7331/hrorobot.htm
http://www.thetech.org/hyper/robots/contents/

EDITOR'S NOTE:
Aibo
prototype
entertainment robot

WORLDVIEW

Top of the World : Mexico Silver Mines

1. What types of environmental contaminants are produced by the Penoles silver mine in Torreon, Mexico? How has the lead poisoning affected the citizens of Torreon and the local environment? How have the Mexican government and the Penoles company responded to this environmental problem? Why are some individuals skeptical about the company's response?

2. Do you think the government and the company have responded differently to the situation? Explain. In your opinion, should the Mexican government close the plant? Why/Why not?

3. Direct students to Internet resources, including the websites below, to investigate the different causes of lead poisoning and resulting health problems. Have students create an informational community campaign, including a brochure, to educate their peers about the causes, symptoms and treatment of lead poisoning.

LINKS:
http://cnn.com/WORLD/americas/9905/18/mexico.mine/
http://www.healthanswers.com/adam/top/view.asp?filename=001653.htm&rdir
http://www.penoles.com.mx/ingles/ingles.html

Who's Who? Pol Pot : Who's Who? Pol Pot

1. What was Pol Pot's goal? Instead of a Utopian society, what did he and his Khmer Rouge create in Cambodia? Why is the soldier guarding Pol Pot's grave not concerned about celebrations to mark the dictator's death?

2. Where are most of the Khmer Rouge today? How does former Khmer Rouge commander Yim San feel about his former leader? Why do you think he feels this way? What changes are taking place in his village? Do you think the people who live there welcome these changes? Explain.

3. Assist groups of students in conducting research to learn more about Pol Pot's regime and the terror of the Khmer Rouge. Share group findings and discuss why many Cambodians do not like to talk about this period in their history. Next, have groups research the history of Cambodia since the fall of the Khmer Rouge in 1979. What political challenges still face the people of Cambodia? How do these challenges compare to what Cambodia's citizens experienced under Pol Pot?

4. Have groups of students compare Pol Pot's regime to that of any other dictators throughout history. Direct groups to focus on the political ideologies that drove both regimes and whether the regime met its goals under that ideology. Discuss how each regime met its demise, or if one is still in existence, have students predict what forces could bring about its end.

LINKS:
http://www.encyclopedia.com/articles/10364.html
http://www.kcstar.com/item/pages/home.pat,local/30da075f.416,.html
http://www.pbs.org/newshour/bb/asia/july-dec97/cambodia_8-6.html
http://www.washingtonpost.com/wp-srv/inatl/longterm/cambodia/stories/ctimeline.htm

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Culture Watch : Chinese Folk Art

1. What is folk art? What is the origin of Chinese folk paintings? How are Chinese folk paintings different from traditional forms of Chinese painting? Why did Nancy Hsu write "Eternal China, Visions of Village Life"?

2. Group students. Inform students that there are different forms of Chinese folk art, in addition to painting. Refer each group to the websites below to prepare a presentation about a specific form of Chinese folk art. Direct each group to identify the history of the art form, what the art form reveals about Chinese culture, and examples of the art. If possible, have each group demonstrate the techniques used to create this form of folk art.

LINKS:
http://www.coe.uh.edu/~cxy09435/htm/mix1.html
http://www.okcom.net/~ggao/WorldLinQ/chinasites/cir_folk.html
http://www.c-c-c.org/ex/folkart.html
http://www.folkart.com/

EDITOR'S NOTE:
Cambodia
Khmer Rouge
Mexico
lead poisoning
China
folk art

NEWSROOM CHRONICLE

Moon Rocks : Moon Rocks

1. Who is Rhonda Toon? How did she become a curator for a small exhibit of moon rocks and soil? According to Ms. Toon, how are people reacting to these lunar samples? How can these samples be used in different classes? How did the lunar samples help a fifth grade class separate moon fact from fiction?

2. What have we learned from exploration of the moon? Have students consult the websites below and other resources to find out what we have discovered as a result of the Apollo missions and the samples they gathered. Share student findings in class. Discuss how scientists and astronomers work like detectives to piece together "evidence" in order to generate theories about the moon, planets in our solar system, and galaxies far away.

LINKS:
http://www-curator.jsc.nasa.gov/curator/lunar/lunar.htm
http://www-curator.jsc.nasa.gov/curator/lunar/lunar10.htm
http://imagine.gsfc.nasa.gov/docs/ask_astro/answers/980421c.html

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EDITOR'S NOTE:
lunar rocks and soil
Plexiglas
"lunar certified"

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

June 4, 1999

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:35... 01:35

TODAY'S NEWS ... 02:30... 04:05
Top Story ... 05:15... 09:20
The Serb parliament accepts NATO's Kosovo peace plan.

Peace Plan Reaction ... 01:05... 10:25
People across the Balkans have mixed reactions to the peace plan.

YOUR DAILY DESK ... 01:00... 11:25
Editor's Desk ... 03:10... 14:35
Contemporary Hispanic recording stars have increased the popularity of Latin pop music.

WORLDVIEW ... 00:20... 14:55
Inside Asia ... 03:15... 18:10
The Japanese public begins to recognize the wartime deeds of Chiune Sugihara.

Did You Know? ... 02:55... 21:05
Bangkok's government institutes a campaign to stop vehicle-related air pollution.

Check It Out: Japan's Cybersinger ... 03:25... 24:30
Diki, a cyberspace singer, is Japan's latest cultural ambassador to South Korea.

NEWSROOM CHRONICLE ... 00:15... 24:45
Our World ... 02:30... 27:15
"Generation Y," the current teenage market, is spending money and setting trends.

CNN NEWSROOM CLOSE ... 00:45... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Balkans Crisis

1. What are some of the major points of the peace plan to which the Serbian parliament has agreed? What is autonomy? When in recent history was Kosovo granted autonomy within the Yugoslav Republic? Who revoked that autonomy, and why? What event precipitated the armed conflict between Kosovo separatists and the Yugoslav government? How did NATO respond to what was

happening in Kosovo?

2. How has the Clinton Administration reacted to the Serb parliament's acceptance of the peace plan? According to Administration officials, what is the "critical" time period in which they will be able to determine whether the end game has actually begun? What details of the peace plan remain to be fine-tuned? If the peace plan is implemented, how will U.S. troops be involved?

3. What do European Union leaders think of the possibility of peace in Kosovo? In what way is the deal "a political breakthrough"? Who will soon be taking over as the new President of the European Union? Why does this individual have a special interest in overseeing the Kosovo peace plan?

4. What major parties are involved in the Kosovo conflict and/or the peace negotiations? Ask students this question, then write their responses on the board. Included in the list should be the Serbs, Kosovar Albanians, Slobodan Milosevic, Russia, NATO, the E.U., and the UNHCR. Divide the class into small groups and have students in each group identify the role of each of these interests. Then have each group create an editorial cartoon that expresses its members' view of what is happening now in the Balkans. Direct groups to include as many of the parties they listed as possible in their cartoons to demonstrate the far-reaching effects of this conflict and the peace process.

LINKS:
http://cnn.com/WORLD/europe/9906/03/kosovo.peace.06/
http://www.state.gov/www/regions/eur/kosovo_hp.html
http://jurist.law.pitt.edu/peace.htm

Peace Plan Reaction : Peace Plan Reaction

1. Summarize some of the reactions you heard to today's developments in the Kosovo Crisis. Do you agree with any of these sentiments? Explain.

2. President Clinton is taking a "wait and see" attitude towards the Serbs' acceptance of this peace plan, while some, are warning NATO not to trust Slobodan Milosevic. What do students think? Have them work in groups to learn more about the plan and what those in power are saying about it and share their findings. Then have each student write an editorial in support of or critical of the peace plan. Do students think there is a realistic chance for a lasting peace in Kosovo under these terms?

LINKS:
http://cnn.com/US/9906/03/us.kosovo.03/index.html
http://cnn.com/WORLD/europe/9906/03/BC-YUGOSLAVIA-NATO-PANIC.reut/index.html

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EDITOR'S NOTE:
verifiable control
command and control
repatriation
European Union

YOUR DAILY DESK

Editor's Desk : Latin Music Craze

1. What is the origin of Latin pop music? What do Ricky Martin, Marc Anthony, Shakira and Jennifer Lopez have in common? Why do you think these performers are popular? Do you think these Hispanic pop stars and Latin music will be popular ten years from now? Explain.

2. Group students. Have each group prepare a multimedia presentation about one of the following Hispanic pop stars who paved the way for contemporary Latin musicians like Gloria Estefan and Ricky Martin. These Hispanic pop performers include Xavier Cugat, Tito Puente, Ritchie Valens, Carlos Santana and Julio Iglesias. Instruct groups to include the following information in their presentations: The musician's popular songs and the era in which the performer was popular; the pop culture and the political environment in the U.S. during this era. After the presentations, discuss the obstacles the Latin musician encountered during his/her pursuit of a musical career and to what degree he/she overcame the obstacles and contributed to music history.

LINKS:
http://cgi.pathfinder.com/time/magazine/articles/0,3266,24822,00.html
http://cgi.pathfinder.com/time/magazine/articles/0,3266,21427,00.html
http://www.lamusica.com/index.htm

EDITOR'S NOTE:
Latin pop music
Hispanic population
bilingual
mainstream
pigeon-holing

WORLDVIEW

Inside Asia : Japan Unknown Hero

1. What position did Chiune Sugihara hold during WWII? What did Mr. Sugihara do that saved the lives of thousands of Lithuanian Jews? Why did Mr. Sugihara save these Jews? How did the Japanese government treat Mr. Sugihara upon his return to Japan? Why?

2. Have students refer to the websites listed below to learn more about the history of the Jews during WWII and Mr. Sugihara. Ask students: What lessons can be learned from Mr. Sugihara's actions? Why do you think more people didn't try to stop the atrocities that occurred during WWII?

3. Group students. Have each group research the history and significance of the U.N. Universal Declaration of Human Rights. Direct each group to select an area in the world where human rights are being violated. Next, have each group identify how these nations are violating the articles of Declaration of Human Rights. What action is being taken by the international community to address these issues? After each group has presented its findings, discuss what else can or should be done to stop the violations.

LINKS:
http://members.aol.com/nyrules9/sugihara.html
http://www.jewishculture.org/jewishmuseums/sugi.htm
http://home.snap.com/main/channel/item/0,4,-9375,00.html
http://www.unhchr.ch/
http://www.hrw.org/

Did You Know? : Bangkok Pollution

1. *What factors are causing Bangkok's growing air pollution problem? How is air pollution affecting* the citizens of Bangkok? What are the governments of Thailand and of the city of Bangkok doing to address this problem?

2. Have students refer to the websites listed below to learn more about how vehicle emissions affect the environment and the health problems caused by air pollution. Ask: Do you think the vehicle emissions checks will resolve the air pollution problem in Bangkok? Why/why not? What might happen if Bangkok does not diminish or resolve its air pollution problem?

3. Group students. Have each group select an industrial nation and investigate how its government deals with the issue of vehicle-related air pollution. Have each group present its findings. Direct each group to pretend it is an environmental consulting firm that has been hired to help the Bangkok government improve its air pollution campaign. Have each group prepare a letter to the government of Bangkok proposing strategies to enhance the government's air pollution cleanup campaign.

LINKS:
http://www.nectec.or.th/WWW-VL-Thailand.html
http://cnn.com/EARTH/9610/23/thailand.dirty.air/index.html
http://www.epa.gov/OMSWWW/omshome.htm

Check It Out: Japan's Cybersinger : Check It Out: Japan's Cybersinger

1. Who or what is Diki? Why did South Korea have a ban on Japanese culture? When did the South Korean government lift this ban? What aspects of Japanese culture is Diki introducing to Japan?

2. Refer your students to archival resources, texts, and the websites below to learn more about South Korea and Japan, and the history of Japan's occupation of South Korea. Have groups of students research and discuss the following questions: What is colonial rule? Why did Japan occupy South Korea from 1910-1945? How did South Korea's culture suffer as a result of Japan's occupation? What impact did the Japanese occupation have on South Korea's infrastructure? Why do you think, after so many years, Japan apologized to South Korea for its 35 years of colonial rule? Do ethnic tensions continue to exist between the Japanese and Koreans? How do you think South Koreans feel about the introduction of Japanese culture into their country? Why? Following the group discussions, have each student write a position paper about whether or not lifting the cultural ban will enhance relations between Japan and South Korea.

LINKS:
http://cnn.com/WORLD/asiapcf/9810/08/korea.japan.01/
http://www.jinjapan.org/trends/honbun/ntj981207.html
http://www.gcc.go.kr/ehtm/ushome.html
http://www.sorifu.go.jp/english/index.html
http://www.homeusers.prestel.co.uk/simonides/links/wars/korea/korea-events.html

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EDITOR'S NOTE:
WWII
visas
restructuring
infrastructure
colonial rule
South Korea
Japan

NEWSROOM CHRONICLE

Our World : Teen Society

1. Who is included in "Generation Y"? According to the video, what entertainment interests and products owe their success to this generation? Why? How do the numbers of Gen Y'ers compare to their Gen X'er counterparts? How do their numbers determine their impact on the market and on the Internet?

2. Challenge groups of students to interview other young people their age to get a general sense of their spending priorities. What kinds of products and services do teenagers buy? Have each group collate its data and share its "top five" products/services with the class. In class, discuss how the market could best serve young consumers in each of these products/services. For example, if many teens spend their money on movies but can afford a limited number of movies per month, how could the industry offer young customers a way to see more movies and still be profitable? Have each group choose one of the class' recommendations and write to a business manager or owner suggesting this idea.

3. In the video we are made aware of the huge buying power of today's teenagers, but are they spending their money wisely? Invite a local consumer advocate to address the class on consumer tips for teenagers. Local television/radio stations and newspapers often have such experts. Afterwards, encourage your class to start a consumer advice column in the school newspaper, where students send in their questions and the class conducts research and responds to their concerns.

LINKS:
http://www.seattletimes.com/news/business/html98/altgeny_021398.html
http://www.sun-sentinel.com/columnists/detail/0,1556,altaner!5000000000031341,00.html
http://www.wa.gov/ago/youth/

EDITOR'S NOTE:
Generation Y
teen market

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CNN NEWSROOM Guide

June 7, 1999

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:35... 01:35

TODAY'S NEWS ... 01:00... 02:35
Top Story ... 04:20... 06:55
Portions of this segment are not closed-captioned.
Hopes for peace fade as talks between NATO and Serb military leaders collapse.

In the Headlines ... 04:00... 10:55
INDONESIA PREPARES FOR ELECTIONS

YOUR DAILY DESK ... 01:00... 11:55
Environment Desk ... 01:50... 13:45
Debate still rages in Alaska over killing wolves to increase moose and caribou populations.

WORLDVIEW ... 00:35... 14:20
Inside Russia ... 03:30... 17:50
CNN correspondent Tim Lister looks back at the Chechnya-Russian War.

Did You Know? ... 02:00... 19:50
Some observers claim that a nuclear plant under construction in Cuba could be a threat to the U.S.

FYI: U.N. Y2K ... 02:35... 22:25
The United Nations works to become Y2K compatible.

Taking Care of Business ... 02:00... 24:25
A South Korean entrepreneur turns an airplane into a successful restaurant.

NEWSROOM CHRONICLE ... 00:10... 24:35
Space is the Place: Rocket Contest ... 02:25... 27:00
Amateur rocketeers aim for the stars---and prize money.

CNN NEWSROOM CLOSE ... 01:00... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Balkans Crisis

1. Why will NATO likely be intensifying the bombing over Yugoslavia once again? What happened when Serb and NATO officials met in Macedonia over the weekend? What are some of the major points of the peace plan to which the Serbian parliament had agreed?

2. What is autonomy? When was Kosovo granted autonomy within the Yugoslav Republic? Who revoked that autonomy, and why? What event precipitated the armed conflict between Kosovo separatists and the Yugoslav government? Were any attempts made to resolve the situation peacefully? Explain. How did NATO respond to what was happening in Kosovo? Describe the plight of the ethnic Albanians who were trying to escape from Kosovo. What event last week gave diplomats hope that a peaceful solution was about to become reality?

3. What major obstacles exist between Serb military leaders and NATO leaders in negotiating a peaceful resolution to this conflict? Why did NATO leaders break off talks with Serbian military officials? Do you think NATO should intensify its airstrikes now, or adopt another approach? Explain.

4. What parties are involved in the Kosovo conflict and the peace negotiations? Ask students this question, then write their responses on the board. Included in the list should be the Serbs, Kosovar Albanians, Slobodan Milosevic, Russia, NATO, the E.U., the G-8, and the UNHCR. Divide the class into small groups and have students in each group identify the role of each of these interests. Then have each group create an editorial cartoon that expresses its members' view of what is happening at this point in time in the Kosovo crisis. Direct groups to include as many of the parties they listed as possible in their cartoons to demonstrate the wide scope of this conflict and the ongoing peace process.

LINKS:
http://jurist.law.pitt.edu/peace.htm
http://www.state.gov/www/regions/eur/kosovo_hp.html
http://cnn.com/WORLD/europe/9906/06/kosovo.04/
http://www.rferl.org/
http://www.rferl.org/nca/special/nato-kosovo/index.html

In the Headlines : In the Headlines

1. Approximately how many ethnic groups live in Indonesia? How many islands comprise this country? How do these facts alone illustrate the logistical difficulties associated with holding free elections in Indonesia? What government and international interests are working to make sure the free elections are "free"?

2. Why do some feel that in spite of all the preparations, some electoral irregularities are "inevitable"? What was the "New Order" and who created it? Why are some groups in Indonesia incapable of accepting political loss?

3. How does the political history and geography of Indonesia create challenges for democratic elections there? Have groups of students review the video and search online and other resources to learn more about Indonesia's geography and history. Within their groups, have students discuss how certain aspects of the nation's geography and political history could cause problems in the upcoming democratic elections. Then challenge each group to come up with a list of recommendations to Indonesia's National Election Commission to overcome or minimize these obstacles.

LINKS:
http://www.agora.stm.it/elections/election/indonesi.htm
http://news.bbc.co.uk/hi/english/events/indonesia/latest_news/newsid_227000/227170.stm
http://www.indonesianet.com/

EDITOR'S NOTE:
NATO
verifiable
international security
Operation Allied Force
logistics
"New Order"
B.J. Habibie

YOUR DAILY DESK

Environment Desk : Alaska Wolf Hunting

1. What laws currently regulate the shooting of wolves from the air in Alaska? How were these laws enacted? Why? What is the only circumstance for which hunting wolves from the air is allowed? How does the new legislation alter these laws? What reason does the senator proposing the change give for wanting the current laws changed? How does the Fish and Game Department feel about the current laws and the proposed bill?

2. How likely is the new bill to pass in the state legislature? What are opponents of the bill hoping will happen if the bill passes? Do you feel increasing moose and caribou populations is a valid justification for reducing the number of wolves? State your rationale. Do you think hunting wolves from the air is an example of humans naturally outcompeting a rival species for the same prey, or an example of humans using technology to "tamper with nature?" Explain. Does the way you feel about this issue change if people in Alaska are hunting the moose and caribou for food instead of sport? Explain.

3. Challenge your students to understand and respond to all positions and motivations on this issue. Have each student make a list of all the people and organizations involved in deciding this issue. Next, have students write down what the motivating factors are for that person or organization related to their position on the issue. Finally, have students assign each person or organization a weight factor that represents how much influence that person or organization should have on the final decision. Have students make sure to have the total of all factors equal to 100. Have students share their work and discuss how they feel this decision should be made, and by whom.

LINKS:
http://www.outdoorsdirectory.com/hunting.htm
http://www.wolf.org/GH/Preview/Spring98D5b.html
http://www.nap.edu/readingroom/books/wolves/

EDITOR'S NOTE:
bill
legislature
biological emergency
endangered populations

WORLDVIEW

Inside Russia : Chechnya Conflict

1. Where is Chechnya located? Why is Chechnya different from other fractious regions of Russia? When did the war between Chechnya and Russia occur? Why was the Chechnya conflict considered a humiliation for Russia? What impact did the Chechnya-Russia conflict have on Boris Yeltsin? What is the current status of Chechnya and its relations with Russia?

2. Have groups refer to the websites below to research the history of Chechnya and the Chechnya-Russian War. Instruct groups of students to answer the following questions:
    1. What was Chechnya like under Russian rule?
    2. Which Russian regions and republics attempted to gain independence when the Soviet Union collapsed? Why?
    3. Was the Chechnya-Russia War a religious or political conflict?
    4. Why did the Russian government wait three years before it sent troops into Chechnya?
    5. What is guerilla warfare? Why were the Chechen guerillas able to repel the Russian troops?
    6. Why do you think the Russian government has attempted to assess blame for its military loss?

    Have each group share its responses with the class. As a class, identify the benefits and drawbacks of Chechnya gaining its independence from Russia.

    EXTENSION: Have each student write a position paper about whether or not he/she thinks Chechnya can flourish as an independent state.

LINKS:
http://cnn.com/EVENTS/1996/year.in.review/world/chechnya/chechnya.html
http://cnn.com/WORLD/9705/12/chechnya/index.html
http://www.amina.com/
http://www.amina.com/war/
http://www.russiatoday.com/
http://www.itar-tass.com/
http://wwwnotes.reliefweb.int/

Did You Know? : Cuba Nuclear Power Plant

1. Why are some experts concerned about the construction of a nuclear power plant in Cuba? Why might the plant be a threat to the U.S.? Why wasn't the nuclear power plant completed? Why do some atomic energy experts support the building of the power plant?

2. Why do you think the Cuban government has refused to allow outside inspectors to view the power plant? Why do you think Cuba and Russia, two nations that are dealing with economic difficulties, might be interested in completing the construction of the power plant?

3. As a class, generate a list of different energy sources, such as fossil fuels, natural gas, and solar power. Group students. Have each group use print and Internet resources, including the last website below, to develop a presentation about an energy source. Direct each group to present its information and discuss the economic and environmental benefits/drawbacks to each type of energy.

4. Have students research Cuba's topography, demographics and environmental resources and share their findings. Ask students: What forms of energy are available in Cuba? Does Cuba need additional energy sources? Explain. Are there political ramifications associated with the building of the Cuban nuclear power plant? Explain. Have each student write a position paper supporting or opposing the completion of this nuclear power plant.

LINKS:
http://cnn.com/WORLD/americas/9905/14/cuba.nuclear/
http://cnn.com/WORLD/americas/9905/18/cuba.nuke.power/

http://www.noaa.gov/
http://www.nrdc.org/
http://www.nrdc.org/bkgrd/nucujur.html
http://www.iaea.org/worldatom/
http://www.nrc.gov/ACRSACNW/
http://www.energy.ca.gov/education/index.html

FYI: U.N. Y2K : FYI: U.N. Y2K

1. What is the U.N.? What is Y2K? Why is it imperative that the U.N. become Y2K compatible? What percentage of the U.N.'s technology is currently Y2K compatible? Why is the U.N. dependent on the rest of the world to be Y2K compatible? Why is communications a major concern to U.N. officials? How is the U.N. preparing to deal with possible Y2K-related bank failures?

2. Have students refer to the websites listed below to learn more about the U.N.'s programs and its strategies for dealing with the challenges of Y2K. Help your students generate a list of the U.N.'s specialized agencies, funds and programs. Group students. Have each group prepare a presentation about one of these U.N. programs, funds or agencies. Instruct each group to identify the agency's services, how it might be affected by Y2K, and how the U.N. is addressing these concerns. Following the group presentations, discuss the implications associated with each of the potential Y2K problems.

LINKS:
http://cnn.com/TECH/computing/9901/19/millenman.y2k.idg/
http://www.un.org/members/yr2000/
http://www.un.org/members/yr2000/site.htm

Taking Care of Business : South Korea Air Restaurant

1. What is Yang-Pyong Airlines? What is an entrepreneur? Why did Kim Dong Bum open the Yang-Pyong Airline restaurant? Would this type of restaurant be popular in your country? Why/why not?

2. Have students refer to the websites below to learn about South Korea's economic crisis and its impact on South Korean citizens. What were the potential financial risks associated with opening the Yang-Pyong restaurant? What type of employment opportunities were generated by the restaurant? How does this restaurant impact South Korea's economy? Do you think the Yang-Pyong Airline restaurant was a good financial investment? Why/why not?

3. As a class, brainstorm a list of factors involved in operating a restaurant. Group students. Have each group generate an idea for a unique type of restaurant. Instruct each group to identify the restaurant's name, location, theme, and cuisine. Next, assist each group in researching and identifying the major costs associated with opening the restaurant. Have each group compile its information in the form of a business plan and present its idea to the class.

LINKS:
http://www.sbaonline.sba.gov/starting/
http://cnn.com/WORLD/9711/22/s.korea.imf/
http://cnn.com/WORLD/9801/08/skorea.labour/
http://www.aseansec.org/
http://www.imf.org/external/pubs/ft/op/opasia/index.htm

EDITOR'S NOTE:
Chechens
Chechnya
United Nations
Y2K Task Force
nuclear reactor
entrepreneur
South Korea

NEWSROOM CHRONICLE

Space is the Place: Rocket Contest : Space is the Place: Rocket Contest

1. Why is the Space Frontier Foundation sponsoring a contest for amateur rocket-builders? What does the winning rocket have to do? What unconventional method is rocketeer John Powell trying in order to win this contest? How did his rocket fare on its first try in the Black Rock Desert? Why did this happen? What record did Mr. Powell's rocket later set? John Powell seems to be encouraged after this attempt. Would you return to the desert to try again? Why/why not?

2. Hold a "Rocket Day" in your class. Allow students to divide into groups and have each group choose one of the following tasks: Design and build a simple rocket or model of a rocket; research and present a multimedia report on the early days of the Space Race; write and present a skit on one chapter of the history of space flight; write a short science fiction story, accompanied by sound effects, to be read to the class about space travel.

LINKS:
http://www.space-frontier.org/
http://www.cnn.com/TECH/space/9905/31/amateur.space.race/
http://www.nasm.edu/GALLERIES/GAL114/SpaceRace/sec200/sec250.htm

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EDITOR'S NOTE:
amateur rocket
gravity
ignition
Space Frontier Foundation

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

June 8, 1999

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:35... 01:35

TODAY'S NEWS ... 01:30... 03:05
Top Story ... 04:25... 07:30
As peace talks languish, bombs persist over Yugoslavia.

YOUR DAILY DESK ... 00:35... 08:05
Health Desk ... 03:15... 11:20
Parents often have difficulty recognizing allergy symptoms in their children.

WORLDVIEW ... 00:45... 12:05
Top of the World ... 02:20... 14:25
Teachers, please preview this report.
Famine is taking its toll on North Korea's children.

Political Front ... 03:20... 17:45
The U.S. holds a summit aimed at strengthening Africa's economy.

Fast Fact ... 02:25... 20:10
India's Lake District is losing its bodies of water.

Culture Watch ... 01:20... 21:30
Dance is a salvation from the nation's political and economic problems for some Russians.

NEWSROOM CHRONICLE ... 00:25... 21:55
Artistry in Action: Musical Melting Pot ... 03:10... 25:05
More than other forms of art, music often demonstrates crossover influences.

Our World ... 02:00... 27:05
This could be one of the best years in decades for those in search of summer jobs.

CNN NEWSROOM CLOSE ... 00:55... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Balkans Crisis

1. What are Yugoslav officials demanding before they will pull their troops out of Kosovo? What group has set out to draft a resolution for United Nations' approval? What is the G-8? Why do you think members of this group are having a difficult time agreeing on the language of this resolution?

2. According to CNN's Bruce Morton, when in the past has making peace not been "quick and easy"? As a class, review the wars cited in the video where the peace process was a lengthy exercise in negotiation. Then divide the class into groups and have each choose one of these wars and research the issues that complicated its peace settlement. Have groups report their findings. Are there any similarities between what is happening in the Balkans today and what happened with any of these conflicts of the past? If so, what lessons can we learn from previous peace negotiations?

LINKS:
http://cnn.com/WORLD/europe/9906/07/kosovo.05/
http://defence.janes.com/
http://cnn.com/WORLD/europe/9906/07/BC-YUGOSLAVIA-REFUGEES-U.reut/index.html

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EDITOR'S NOTE:
U.N. resolution
G-8
advocates
points of contention

YOUR DAILY DESK

Health Desk : Kids and Allergies

1. What are some of the symptoms of allergies? How does an allergy differ from a cold? What kinds of things trigger allergies in toddlers? What factors make a child more prone to allergies?

2. List some of the steps parents can take to minimize allergy symptoms for their children. What medications are currently available for children who suffer from allergies?

3. At the beginning of this segment, we saw some of the most common types of allergies. Review these with students and ask if students are aware of any others. List all of the types of allergies on the board. Then have each student choose one type of allergy to research. What causes the allergic reaction? How and why does the body respond as it does to the allergy trigger? Direct each student to present a brief oral report on his/her findings and discuss the experts' advice for minimizing allergy misery.

LINKS:
http://www.newschannel9.com/healthwatch/hw138.html
http://www.allerdays.com/inkids.html
http://www.geocities.com/EnchantedForest/Glade/2715/allergies.html

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EDITOR'S NOTE:
allergy
pollen
dust mites
antihistamine

WORLDVIEW

Top of the World : North Korea Child Famine

1. What is a famine? Why and for how long has North Korea been experiencing a famine? How is the North Korean famine impacting the health and development of North Korean children? According to U.S. officials, how many North Koreans have died since 1995 as a result of the famine? How many have died according to North Korean authorities? Why do you think there is a discrepancy in the numbers? How has the international community responded to North Korea's plight?

2. Inform your students that famine leads to malnutrition. According to the United Nations Children's Fund (UNICEF) "malnutrition is largely a silent and invisible (global) emergency...it plays a role in more than half of the nearly 12 million deaths each year of children under five in developing countries." If the North Korea's famine continues, how might this affect North Korea's society in the long run?

3. Have students refer to the websites below to learn more about the affects of famine and malnutrition, and the measures being taken by the World Food Program and UNICEF to address these concerns. According to UNICEF, combating malnutrition involves community participation, food fortification, growth monitoring and promotion, and supplementation programs. Group students. Have each group prepare a presentation about one of these interventions and whether the intervention is being instituted in North Korea. If so, what impact has the intervention had on combating malnutrition in North Korea? If not, what steps would have to be taken in order to implement that measure?

LINKS:
http://www.wfp.org/
http://www.wfp.org/ereport/981120.html#E.
http://www.unicef.org/sowc98/
http://www.interaction.org/disaster/nkorea.html
http://wwwnotes.reliefweb.int/
http://navigator.tufts.edu/kids.html

Political Front : Africa Summit

1. What was the purpose the African summit? Who organized and participated in the summit? Why is the U.S. interested in helping Africa strengthen its economy? What type of bill is coming before Congress that could help strengthen Africa's economy? Why is Jesse Jackson encouraging private investors to invest in Ghana's stock exchange? Why do some investors have reservations about investing in African markets?

2. In response to the proposed African textile bill, Akoto Osei of the Center for Policy Analysis in Ghana states that "it may open investment opportunities, but you have to learn to capitalize on these opportunities, and that's where we have to put our efforts." What is the meaning of Mr. Osei's statement? Give examples of how Ghana might capitalize on these potential investment opportunities.

3. Some experts would argue that reason the U.S. is attempting to find a fast way to strengthen Africa's economy is to accelerate Africa's full integration into the global economy. Ask students why they think the U.S. would want to accelerate Africa's integration into the global economy. Next, have students consider the following statement by Susan E. Rice, U.S. Assistant Secretary-Designate for African Affairs. "Integrating Africa into the global economy entails

simultaneous pursuit of several core activities: promoting economic reform, trade, and investment; sustaining democracy; promoting respect for human rights; and continuing our attempts to resolve remaining conflicts." Do these activities promote specific political and economic agendas? Explain. What are the benefits and drawbacks of Africa becoming fully integrated into the global economy?

EXTENSION: To integrate Africa's into the global economy the Clinton Administration has introduced the following initiatives: The African Crisis Response Initiative, the Partnership for Economic Growth and Opportunity in Africa, and the Africa Growth and Opportunity Act. Refer groups of students to multimedia resources, including the third website below, to prepare a presentation about one of these three initiatives. Instruct groups to report on the status, impact and effectiveness of the initiative.

LINKS:
http://cnn.com/WORLD/africa/9903/16/clinton.africa/index.html
http://cnn.com/WORLD/africa/9905/22/africa.invest.summit/
http://www.state.gov/www/regions/africa/fs_trade_980327.html
http://www.ustr.gov/
http://www.africa.com/
http://www.gwdg.de/~ifbg/bank_wor.html
http://www.fawpir.com/exchafri.htm

Fast Fact : India Lakes

1. How many lakes used to exist in India's Lake District? How many exist now? What is happening to the lakes? According to environmentalists, who or what is to blame?

2. What role does tourism play in the local economy? How does this fact create somewhat of a dilemma for government officials? What steps has the state government taken to preserve the remaining lakes? Have these steps been successful? Explain. What does the Lake Authority need in order to save the lakes?

3. India is a large and diverse country, home to many plant and animal species and their habitats. Have students work in groups to learn more about India's biodiversity and what the Indian government is doing to protect the environment. Share group findings. Discuss the threats to India's ecosystems. Do students believe that India's large human population can peacefully coexist with its plant and animal habitats?

LINKS:
http://www.wcmc.org.uk/igcmc/main.html
http://www.nic.in/envfor/mef/125days/125days.html#index
http://mapsofindia.com/maps/index.html

Culture Watch : Russia Dance Politics

1. Why are some Russians dancing in spite of their country's problems? How does the act of dancing serve as an emotional release for them?

2. Have students share what they know about Russia's current political and economic problems. Next, refer groups of students to print and online resources, including the websites below, to learn more about the collapse of Russia's currency and the conflicts between President Boris Yeltsin and the Russian Parliament. How have these problems affected the Russian people? How have Russia's citizens responded to these problems? Do you think Russia will achieve political and economic stability? Explain.

LINKS:
http://cnn.com/SPECIALS/1998/09/crisis.russia/
http://www.russiatoday.com/

EDITOR'S NOTE:
North Korea
famine
Ghana
African economy
Himalayas
ecologists
Russia

NEWSROOM CHRONICLE

Artistry in Action: Musical Melting Pot : Artistry in Action: Musical Melting Pot

1. According to members of the Saw Doctors, what are some of the distant roots of Irish music? What kinds of "cultures that blend" often draw similar audiences? How is music a cultural "safe place"?

2. How does music, as the "language of the heart," promote cross-cultural understanding? What musical themes are universal? Have students bring in examples of music from other cultures and play these for the class. Read a portion of each song's lyrics and discuss the common themes among the different selections.

3. What are the roots of today's popular and cultural music? Divide the class into groups. Have each group conduct research to learn more about one specific kind of music (e.g., Celtic, Latin, Hip Hop, rock, blues, jazz), focusing on the influences behind that music. Direct each group to make a formal presentation of its findings. Conclude by having each student write a brief essay describing the influences behind his/her favorite kind of music.

LINKS:
http://www.carolinacorner.com/RG.htm
http://www.ceolas.org/ref/Internet_Sources.html
http://www.altercom.com/netsbest/world2.htm

Our World : Summer Job Hunting

1. In what three basic fields can most summer jobs be found? How is low unemployment affecting the job market for teens? What "perks" is Disneyworld offering high-school aged job prospects? How can computer literacy open up new opportunities for summer employment for teenagers?

2. What summer job opportunities are available in your area? Arrange for your class to adopt a large bulletin board at your school for job posting. Then have students interview local business owners and managers to find out what jobs they have available for young workers, and post the details on the bulletin board.

3. Even if the job market is strong, job candidates should know some basic skills involved in searching and interviewing for a summer job. Ask a guidance counselor or local Chamber of Commerce representative to talk to your class about the "Do's and Don'ts" of that all-important job interview. Afterwards, allow pairs of students to role play a job interview and have the class offer

constructive criticism based on what students have learned.

LINKS:
http://www.wooster.edu/career/summer.html
http://www.tnpc.com/parentalk/adolescence/teens55.html
http://www.dol.gov/dol/opa/public/summer/employer.htm

EDITOR'S NOTE:
roots music
crossover
minimum wage
computer literate
summer job
cross-culturalization

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

June 9, 1999

Don't forget, CNN NEWSROOM airs all summer long . Tape segments throughout the summer to build a new video archive.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:35... 01:35

TODAY'S NEWS ... 01:00... 02:35
Top Story ... 02:15... 04:50
At Pres. Clinton's urging, theaters will make viewers present photo ID's to see "R" rated movies.

In the Headlines ... 02:05... 06:55
S. AFRICA ELECTIONS "A SUCCESS"
INDONESIAN VOTE COUNT BEGINS

YOUR DAILY DESK ... 00:45... 07:40
Business Desk ... 02:30... 10:10
Some consumers worry that merchants are compiling sensitive data from their frequent buyer cards.

WORLDVIEW ... 00:25... 10:35
Top of the World ... 03:20... 13:55
China hosts an exposition to heighten environmental awareness.

Information Please ... 02:00... 15:55
Teachers, please prescreen this segment.
Environmentalists are pressuring the Japanese government to curtail porpoise hunting.

Political Front ... 02:05... 18:00
The Voice of Russia radio station dusts off old rhetoric for use in the Kosovo conflict.

Check It Out: Soy Truck ... 02:40... 20:40
Engineers develop an environmentally-friendly motor oil.

NEWSROOM CHRONICLE ... 00:45... 21:25
Teen Society ... 02:00... 23:25
"Generation Y," the current teenage market, is setting trends and spending money.

Our World ... 03:50... 27:15
Students tour the New York Stock Exchange to learn all about the stock market.

CNN NEWSROOM CLOSE ... 00:45... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : "R" Means "Restricted"

1. How does the Motion Picture Association of America currently rate its films? Why is this ratings system in use? In your opinion, has it been effective? Explain.

2. Why has the National Association of Theater Owners taken it upon itself to enforce the movie ratings system? How will theaters be enforcing these guidelines? Some are opposed to theaters insisting on photo identification for admittance to "R" rated movies. Why do they feel this way? Do you think the new policy will keep underage viewers from seeing violent movies? State your rationale.

3. The theater owners are responding to President Clinton's challenge to the movie industry to better enforce the ratings system. Do students think this action by the president is a real step toward preventing youth violence, or is it political posturing? Have students conduct research to learn more about the issue of violence in the media and the politics associated with the issue. Challenge each student to write a position paper defending or criticizing this action by President Clinton.

LINKS:
http://kcpl.org/video/vidratings.htm
http://cnn.com/SHOWBIZ/Movies/9906/08/clinton.movies.01/
http://www.washingtonpost.com/wp-srv/politics/daily/may99/clinton16.htm

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In the Headlines : In the Headlines

1. Which political party is the official winner in South Africa's latest elections? Why was this election historically significant? Were there any problems in this election process? Explain. Which party will be the opposition party? Who is the President-elect of South Africa?

2. Which party is claiming an early lead in Indonesia's elections? Who is the leader of this party? Who is the current president of Indonesia? What are monitors reporting about the voting process? Why is there still some concern that there could be problems as time progresses?

3. Group students. Have them use the websites below and other resources to learn more about the recent elections in South Africa and Indonesia. Then direct each group to compose a chart comparing important elements in these elections, including the major political parties in each system, names and parties of important leaders and issues that face the new leadership in each nation.

LINKS:
http://cnn.com/SPECIALS/1999/indonesian.elections/overview/
http://CNN.com/SPECIALS/1999/safrican.elections/

EDITOR'S NOTE:
regulation
vigilant
"R" rated movies
South Africa
Indonesia
ANC

Thabo Mbeki
B.J. Habibie

YOUR DAILY DESK

Business Desk : Supermarket Card Privacy

1. What did President Kennedy believe were the four basic consumer rights? Why do some people believe that the right to privacy should be added to this list? Explain how information gathered by grocery stores' frequent buyer cards could be used by others. Why does California State Senator Debra Brown want legislation in place to prevent this from happening?

2. What are grocery stores and retailers doing to keep the data they collect private? According to the video, what percentage of companies with frequent purchaser programs keep their information private? How are other industries handling personal consumer data?

3. According to State Senator Brown, "The laws that govern privacy really haven't caught up with technology." In class discussion, analyze this statement. Point out that while technology has afforded convenience to consumers, there are also times when it has jeopardized consumer privacy. Challenge students to find some examples of times when consumer privacy is compromised or jeopardized by technology. Share group examples and discuss possible avenues of consumer recourse in instances where sensitive information has been sold or mishandled.

LINKS:
http://www.privacyrights.org/links.htm
http://www.privacyrights.org/
http://www.consumerwatchdog.org/

EDITOR'S NOTE:
privacy
buying habits
data
frequent purchaser programs

WORLDVIEW

Top of the World : China Environment

1. Where in China is the city of Kunming located? What is the purpose of the Kunming exposition? What are natural resources? How can economic development impact natural resources? What steps is the Chinese government taking to protect their natural environment?

2. According to exposition organizers, "for China to address the enormous environmental battles ahead, it's going to take grassroots involvement and participation by every age and every level of society." What is "grassroots involvement"? Have students refer to the websites below to learn more about the environmental challenges facing China. Group students. Instruct each group to develop a presentation about one of the environmental issues and its impact on different regions of China. Following each presentation, have the class generate ideas for a grassroots campaign to address the environmental issue. Can the ideas be implemented in both rural and cosmopolitan sectors of China?

EXTENSION: Do China's environmental concerns exist in your country? If so, what measures are your government and private organizations taking to address these issues? Institute a campaign in your school to heighten awareness about global environmental concerns. Campaign activities could include having a guest speaker series, or creating posters, informational brochures, or a mural where students could share their thoughts about saving the earth.

http://whales.magna.com.au/DISCOVER/
http://whales.magna.com.au/DISCOVER/PORPOISES/
http://ihe.org/
http://www.china2thou.com/9808p3.htm
http://www.chinaenvironment.com/
http://www.chinacp.com/

Information Please : Porpoise Hunt

1. Why are environmentalists pressuring the Japanese government to curtail porpoise hunting? How has the Japanese government responded to these requests? Why do Japanese fishermen hunt Dall porpoises? How many Dall porpoises have been killed during the last 13 years?

2. Why are Japanese buyers of porpoise meat labeling the catch as whale meat? Do you think this is legal and ethical? Why/why not? If a hunting of porpoises were temporarily banned, how might this impact the Japanese fishing industry?

3. Have students refer to multimedia resources, including the websites below, to learn about the Dall porpoise and its ecosystem. Divide your class into two groups. Have each group create a chart depicting how either the Dall porpoise's ecosystem or the Japanese fishing industry would be affected if Dall porpoises were to become extinct. Ask students whether porpoise hunting should be banned. Next, facilitate a class discussion about how advertising and consumer demand might generate a market for whale meat. Challenge groups of students to develop ideas for a multimedia campaign to educate Japanese consumers about the environmental concerns associated with buying porpoise/whale meat.

LINKS:
http://cnn.com/WORLD/americas/9905/28/PM-WhalingConference.ap/
http://ourworld.compuserve.com/homepages/iwcoffice/
http://envirolink.org/arrs/EIA/

Political Front : Russia Radio

1. What is the Voice of Russia? Who listens to the Voice of Russia? What is the relationship between the Russian government and the Voice of Russia radio station? How has the Voice of Russia changed since the Cold War?

2. According to the video, the Voice of Russia portrays the conflict in Yugoslavia as a "struggle between good and evil." What is the meaning of this statement? In April, Voice of Russia Deputy General Director Georgy Nechayev was quoted as saying that "the station is trying to combat intensified broadcasts in the region by the Voice of America and other Western radio stations." Have students refer to the first website to generate a list of the major events that have occurred since the start of the Yugoslavian conflict. Refer groups to the last two websites to learn how these events were covered by the Voice of Russia and the Voice of America radio stations. Discuss any biases present in the reporting.

LINKS:
http://cnn.com/SPECIALS/1998/10/kosovo/
http://cnn.com/WORLD/europe/9905/24/russia.radio/

http://www.vor.ru/
http://www.voa.gov/

Check It Out: Soy Truck : Check It Out: Soy Truck

1. What is unique about Bio 25-30 motor oil? Is Bio 25-30 motor oil as effective as conventional motor oil? Explain. What are the environmental and agricultural benefits of Bio 25-30 motor oil?

2. What impact would the availability of Bio 25-30 motor oil have on the oil industry? What obstacles might prohibit the marketing of Bio 25-30 motor oil?

3. Have students refer to the first two websites to learn about the environmental concerns associated with conventional motor oil. Discuss: What are the effects of conventional motor oil on the environment? What is the proper way to dispose of conventional motor oil? Why is it important to recycle conventional motor oil?

4. Soybeans are a versatile agricultural product. Have students refer to the last two websites below to learn about the soybean industry and the different edible and technical uses for soybeans. Have each student select a soybean-based product. Instruct students to identify how and why soybeans are used in this product. If this product is an alternative to a non-soybean product, such as soy milk, compare and contrast the benefits and drawbacks of the two products. Have students share their findings and discuss.

LINKS:
http://ftp.deq.state.la.us/oshw/sw/motoroil.htm
http://www.epa.gov/
http://www.agromgt.com/page3.html
http://www.unitedsoybean.org/
http://www.oilseeds.org/asa/soyuses.htm

EDITOR'S NOTE:
Kunming, China
Environmental Investigation Agency
emissions
Dall porpoise
Japan
Voice of Russia radio
soybeans
motor oil

NEWSROOM CHRONICLE

Teen Society : Teen Society

1. What is "Generation Y"? According to the video, what entertainment interests and products owe their success to this generation? Why? How do the numbers of Gen Y'ers compare to their Gen X'er counterparts? How do their numbers determine their impact on the market and on the Internet?

2. Challenge groups of students to interview other young people their age to get a general sense of their spending priorities. What kinds of products and services do teenagers buy? Have each group collate its data and share its "top five" products/services with the class. In class, discuss how the

market could best serve young consumers in each of these products/services. For example, if many teens spend their money on movies but can afford a limited number of movies per month, how could the industry offer young customers a way to see more movies and still be profitable? Have each group choose one of the class' recommendations and write to a business manager or owner suggesting this idea.

3. In the video we are made aware of the huge buying power of today's teenagers, but are they spending their money wisely? Invite a local consumer advocate to address the class on consumer tips for teenagers. Local television/radio stations and newspapers often have such experts. Afterwards, encourage your class to start a consumer advice column in the school paper, where students send in their questions and the class conducts research and responds to their concerns.

LINKS:
http://www.seattletimes.com/news/business/html98/altgeny_021398.html
http://www.sun-sentinel.com/columnists/detail/0,1556,altaner!5000000000031341,00.html
http://www.wa.gov/ago/youth/

Our World : NYSE Tour

1. What is the New York Stock Exchange? Why are these students touring the exchange? What are some of their favorite stocks, and why? According to the analyst, is this a good way to pick stocks in which to invest? Why/why not?

2. Why is it a good idea for students to learn about the stock market while they are young? What does the analyst recommend as one way to "practice" investing? What is the difference between a "bull" market and a "bear" market? What kinds of things did the students learn from their day at the NYSE? Do you think this tour was a positive experience for the students? Explain.

3. Challenge students in your class to "practice" investing. Give each student $1000 in play money. Direct each student to choose one stock and "purchase" as many shares as possible with the money given. Have the student record the date and purchase price per share of the stock, then chart its daily performance for an extended period of time (students may wish to plot points representing the stock's price on graph paper, then connect all the points to illustrate the stock's performance over time). Have each student share his/her chart, explain why this stock was chosen for investment, and whether he/she made a profit on that investment. After all the presentations, cite the most active stocks, both high and low, and discuss the factors that contributed to their performance.

LINKS:
http://www.nyse.com/
http://www.msbi.com/terms.htm
http://www.cnnfn.com/markets/world_markets.html

EDITOR'S NOTE:
Generation Y
teen market
past performance

future projections
sales and earnings
investment portfolio
bulls & bears
investing

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

June 10, 1999

CNN NEWSROOM airs all summer! Partner with colleagues and tape different weeks. You'll have hours of programming when you return from break.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:35... 01:35

TODAY'S NEWS ... 01:30... 03:05
Top Story ... 04:10... 07:15
Yugoslav officials agree to begin withdrawing troops from Kosovo as part of a peace deal.

U.S./NATO Reaction ... 02:15... 09:30
NATO prepares to enter Kosovo as a peacekeeping force.

Heading Home ... 03:15... 12:45
U.N. officials want Kosovo refugees to wait until landmines are cleared before trying to return home.

YOUR DAILY DESK ... 00:35... 13:20
Science Desk ... 02:40... 16:00
A new lock has been developed to keep hackers out of government computer systems.

WORLDVIEW ... 00:20... 16:20
Taking Care of Business ... 03:20... 19:40
The merger of Global Crossing and U.S. West raises concerns among telecommunication investors.

Inside Asia ... 02:20... 22:00
South Korean policewomen join the Seoul Riot Police.

Artistry in Action: Aborigine Art ... 03:00... 25:00
Australian Aboriginal artists use traditional art forms to document their culture's history.

NEWSROOM CHRONICLE ... 00:20... 25:20
Our World ... 02:00... 27:20
Officers try to improve community relations by teaching young people how to act when approached by police.

CNN NEWSROOM CLOSE ... 00:40... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Balkans Crisis

1. Where was the peace deal between NATO and Yugoslav military officials negotiated? Review the sequence of events that will be put in place to end the conflict in Kosovo. Who has yet to approve the plan? Is it likely the U.N. Security Council will approve it? Explain.

2. As a class, discuss the events presented in the video that have led to this point in Kosovo's history. Why do students think it took so long to negotiate this peace settlement? Why did it involve so many parties? What do students think will prove to be more difficult, the negotiating process or making this peace work? Why?

3. According to the video, how did the people of Yugoslavia react to the news of a possible peaceful settlement of this conflict? Ask students: How do you think Serb and ethnic-Albanian media reacted to this news? Have students consult the fourth and fifth websites below to see how each side frames the Kosovo issue and the resulting conflict, and share their findings. Challenge each student to write an editorial that might appear in either a Serbian-owned or an ethnic-Albanian newspaper presenting that side's view of the conflict and the pending peace deal.

4. Have students consult the last website below for the text of the U.N. resolution on Kosovo. In class discussion, compare the major points of the resolution to the timetable for Kosovo's transition (see the video or the second website below.) How does the language of the two differ? Do both documents accomplish the same goal? Discuss.

LINKS:
http://cnn.com/WORLD/europe/9906/09/kosovo.05/
http://cnn.com/WORLD/europe/9906/09/kosovo.plan.01/
http://www.washingtonpost.com/wp-srv/inatl/longterm/balkans/balkans.htm
http://www.serbia-info.com/
http://www.alb-net.com/index.htm
http://cnn.com/WORLD/europe/9906/08/resolution.text/

U.S./NATO Reaction : U.S./NATO Reaction

1. How has President Clinton reacted to news that Serb military leaders have signed the peace agreement? Why do you think he and the U.S. allies will be watching carefully to make sure the Yugoslav leaders live up to their promise? Do you think they are justified in this view? Explain.

2. What presence will NATO have in Kosovo once the Serb military has left? What kinds of experts will be accompanying the ground troops, and why? How long has NATO been bombing Yugoslavia? Describe the damage NATO airstrikes have inflicted.

3. Direct students to the second website below to learn more about the historical role of NATO in the Kosovo conflict. Discuss NATO's goals in the conflict, as they appear on this site. Have each student write an essay in response to the question: "Have NATO's goals in the Kosovo conflict been met?"

LINKS:
http://www.nato.int/
http://www.nato.int/kosovo/history.htm

Heading Home : Heading Home

1. What is AFOR? Why had no member of AFOR ever traveled this close to the Marina Crossing until now? Why are U.N. officials concerned about Kosovo refugees who will have to pass

through this point on their way home?

2. Why are U.N. personnel trying to convince the refugees to wait before returning to Kosovo? Does it seem the refugees are listening? Explain. How is the World Food Program involved with these refugees? Why are officials with this agency ready to travel with the refugees?

3. Ask students to consider this scenario: You and your family have been forced out of your home by an invading military. After weeks of traveling, you have settled at a refugee camp, where living conditions are primitive at best. You have not seen your home, your school, or your neighborhood for several months. Now you hear that the war is over but there may still be some dangers en route on the way home. What would you do? Discuss how students would react to this situation and whether they would heed the United Nations personnel's warnings or take their chances and go home.

LINKS:
http://www.unhcr.ch/
http://www.unhcr.ch/news/media/kosovo.htm

EDITOR'S NOTE:
diplaced Kosovars
autonomy
deploy
forensic experts
refugees
AFOR
World Food Program

YOUR DAILY DESK

Science Desk : Micro-lock

1. How would you describe the size of the new lock developed by Sandia National Labs? How was the lock developed Of what is it made? How expensive are these locks to produce? Why are these locks able to keep hackers out of computers when other types of security measures fail?

2. Why do you think government officials are becoming increasingly concerned about computer hackers? What do you think motivates a computer hacker to tamper with other people's computers? What are other applications of the lock that might help the average computer user?

3. As the amount of sensitive information stored on computers increases, the security of that information becomes increasingly at risk. Challenge your students to better understand what computer hacking is and the severity of the penalties for hacking. The websites below will help your students understand the terms, risks, and penalties involved in hacking, cracking, and cybercrime. Once your students have a basic understanding of the basics, set up groups and have each investigate a case from the past 5 years that involved computer hackers. Have each group document how much time and money the crime cost as well as possible dangers that could have resulted. Have each group present its case and then as a class hypothesize how much money computer hacking might cost U.S. citizens each year.

LINKS:
http://www.usdoj.gov/criminal/cybercrime/
http://www.netmeg.net/jargon/
http://www.w3.org/Security/Faq/www-security-faq.html

EDITOR'S NOTE:
hacker
microscopic lock
silicon wafer
Sandia National Labs
micro-machines
hardware firewall

WORLDVIEW

Taking Care of Business : Global Crossing Merger

1. What type of telecommunication services are provided by Global Crossing, Frontier Communications and U.S. West? How will telecommunication service delivery change as a result of the merger? How is the merger affecting Global Crossing stock? Why has the value of Global Crossing stock been declining?

2. What are the potential financial benefits and liabilities associated with the merging of Global Crossing, Frontier Communications and US West? What is the role of the Federal Communications Commission? How will this merger affect company employees and customers?

3. This merger is another example of the rapid consolidation in the telecommunications industry. For example, SBC Communications is launching a $61 billion bid for Ameritech, a deal the FCC is currently examining. Have students refer to the websites below to learn about the corporate consolidations that are occurring within the telecommunications industry. Have groups of students prepare presentations about these different mergers, and how these mergers could impact competition within the telecommunications industry. Following the presentations, have students consider whether or not Global Crossing will be able to compete with such industry heavyweights as the AT&T Corp. and MCI Worldcom Inc.

LINKS:
http://cnnfn.com/hotstories/deals/9903/17/frontier/index.htm
http://cnnfn.com/hotstories/deals/9905/17/crossing/index.htm
http://www.uswest.com/is/060199_presentation/index.htm
http://cnnfn.com/specials/telekomitalia/

Inside Asia : Korea Female Riot Police

1. How is the response of the South Korean female riot police different from that of their male counterparts during a demonstration? How have South Korean demonstrators reacted to the female riot police?

2. Why do people demonstrate? Why do you think some demonstrations become chaotic and violent? Do you think the "demonstration culture" in South Korea will become more peaceful and orderly? Why/why not? What type of skills and attributes do you think a riot police officer should possess? Do you think policewomen should be allowed to join Seoul's riot police? Explain.

3. Ask students to share what they know about South Korean culture and gender roles. Inform students that historically South Korean society has been highly male-dominated. Direct students to multimedia resources, including the websites below, to learn about the modernization of South Korea and its impact on women's changing roles. Divide class into four groups. Have each group

prepare a presentation about either South Korea's recent economic development, or South Korean women's changing roles in business, public service or the family. How have these changes affected South Korea's social structure?

LINKS:
http://www.iawp.org/
http://www.feminist.org/police/ncwp.html
http://members.iworld.net/sunwon/eng/faq.htm
http://www.asienhaus.org/publikat/tagung97/kong.htm

Artistry in Action: Aborigine Art : Artistry in Action: Aborigine Art

1. What does the word "aborigine" mean? Who are the Australian Aborigines? What is the historical and cultural significance of Aboriginal art? Why has the interest in Australian Aborigines increased in recent years?

2. Have students refer to print and online resources, including the websites below, to learn more about the Australian Aborigines' history, culture and art. As a class, create a timeline of the significant events that impacted Australian Aborigines during the last 200 years. How did contact between the Aborigines and the Europeans impact Aborigines? What are the differences between Australian Aboriginal and European cultures? How do you think the Europeans and Aborigines perceived each other during the 1800-1900's?

3. Have groups of students select a piece of Aboriginal art from one of the websites below. Instruct groups to prepare a presentation about the historical and cultural significance of the art piece and the techniques that were used in its creation. What does the piece of art reveal about Aboriginal spiritual life?

LINKS:
http://aboriginalart.com.au/gallery/
http://www.aaia.com.au/
http://goaustralia.miningco.com/msubaust.htm?iam=mt
http://matilda.aaa.com.au/bizskills/news.shtml
http://www.ciolek.com/wwwvlpages/aborigpages/history.html

EDITOR'S NOTE:
fiber optic
corporate merger
stock
South Korea
indigenous
Australia
Aborigines

NEWSROOM CHRONICLE

Our World : Police & Minorities

1. Why is Anthony Harris often fearful when walking home after work? What kind of workshop did he recently attend that is helping him deal with the fear of police harassment? Who sponsors the workshop? What do you think the police mean when they say that there is a fine line between swallowing pride and surviving abuse? What do police recommend a person do when confronted

by police? Do you think this is good advice? Why/why not?

2. Why are some police departments suffering "an increasingly negative image" in the minority community? Besides the incident mentioned in the video, what other recent events have created problems for some police departments' public images? Why?

3. What does law enforcement do in your community to promote positive community relations? Have students use the Internet and other resources to find out what other communities are doing to promote good police relations and share their findings. Then invite a local police officer to address the class on the topic of police-community relations and cooperation. Discuss ways the police can better protect and serve, and ways that citizens can better respond to law enforcement and do their part to promote public safety.

LINKS:
http://www.seattletimes.com/extra/browse/html97/altrepoed_022897.html
http://www.ssc.msu.edu/~cj/cp/cptoc.html
http://cnn.com/US/9906/09/race.police.02/
http://www.grandlodgefop.org/

EDITOR'S NOTE:
law enforcement
harassment
comply
negative image

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

June 11, 1999

Summer is taping time! Tape CNN NEWSROOM daily, alternating weeks with other teachers, and start a new video library.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:50... 01:50

TODAY'S NEWS ... 00:15... 02:05
Top Story ... 02:00... 04:05
Yugoslav troops begin withdrawing from Kosovo.

After the Strikes: Reaction ... 03:25... 07:30
Presidents Clinton and Milosevic address their citizens on the end of the Kosovo conflict.

After the Strikes: Refugee Reaction ... 02:40... 10:10
Refugees in the Macedonian camps welcome the peace plan, but with a wary eye.

YOUR DAILY DESK ... 00:40... 10:50
Editor's Desk ... 02:30... 13:20
Visual effects are a key component of the "Ally McBeal" TV show.

WORLDVIEW ... 00:20... 13:40
Friday Focus: Sydney, Australia ... 01:40... 15:20
Sydney has transformed itself from a penal colony into a thriving cosmopolitan city.

Sports Page: Sydney Olympics ... 03:10... 18:30
The city of Sydney prepares to host the 2000 Olympic Games.

Information Please ... 01:40... 20:10
CNN NEWSROOM takes a look at Australia's second largest city, Melbourne.

Short Take: Melbourne Cricket ... 03:00... 23:10
For many, attending a game of "footy" at the Melbourne Cricket Ground is the ultimate sporting experience.

NEWSROOM CHRONICLE ... 00:50... 24:00
U.S.S. Kearsarge ... 03:00... 27:00
Troops aboard the U.S.S. Kearsarge give a unique perspective on life in the military.

CNN NEWSROOM CLOSE ... 01:00... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Kosovo: After the Strikes

1. Why has NATO ceased its airstrikes over Yugoslavia? Describe the scene in and around the town of Pristina. Who appears to be resentful over the latest events, and why? Why are some Serbian residents of Pristina heading back towards Belgrade? Do you think there will be attempts at retaliation by ethnic Albanians when they return to Kosovo? State the rationale for your answer.

2. Some Serbs have said that they will remain in Kosovo and test the international peacekeepers' ability to bring peace to the region. Ask students if they think that a lasting peace can be kept in Kosovo. Have them use the websites below and other resources to learn more about past and present international forces used as peacekeepers in other countries and share their findings. Which missions appear to have been most and least effective? Why? Discuss what Kosovo's peacekeepers can learn from previous attempts to keep the peace.

LINKS:
http://cnn.com/WORLD/europe/9906/10/kosovo.06/
http://www.nato.int/
http://www.un.org/Depts/dpko/
http://www.nato.int/ifor/ifor.htm
http://www.acus.org/NATO/NATOLinks.html

After the Strikes: Reaction : After the Strikes: Reaction

1. What action did the United Nations Security Council take on peace in Kosovo? Was the vote unanimous? Explain. Why do you think China abstained? What message do you think the Security Council vote sent to the leaders of Yugoslavia?

2. Summarize President Clinton's words as he addressed the American people on the end of the Kosovo conflict. What did he have to say to the people of Yugoslavia? What did President Milosevic tell the people of Yugoslavia? Why do you think he repeatedly spoke of national unity? What signs are there that dissention exists among his people?

3. How did each of these leaders choose words designed to support his view of the Kosovo conflict? As a class, "dissect" portions of each president's speech, looking specifically for words that evoke emotion, especially feelings of nationalism. Discuss what it means, for example, when President Clinton calls this "a victory for a safer world." Do students think Americans feel "threatened" by events in Kosovo? Does President Clinton think they should feel that way? Compare his words to those of President Milosevic when he says "We did not give up Kosovo" and "Our territorial integrity is guaranteed." Why does he want his people to see the peace agreement from this perspective? After the analysis, discuss how leaders use certain words to generate support as well as to "send a message" to opposing interests.

   EXTENSION: What is propaganda? Have students locate a definition for propaganda and share it with the class. Could either or both of these presidential speeches be considered propaganda? Discuss.

LINKS:
http://cnn.com/US/9906/10/us.kosovo.04/
http://cnn.com/WORLD/europe/9906/10/kosovo.06/#1
http://carmen.artsci.washington.edu/propaganda/home.htm

After the Strikes: Refugee Reaction : After the Strikes: Refugee Reaction

1. Why do feelings of frustration and tension exist in the Macedonian refugee camps? What is the subject of talk in the camps? Why do many refugees want to return to Kosovo as soon as possible? How will NATO play a role in their plans to go home?

2. Assist students as they conduct research to learn more about the plight of the Kosovo refugees. Then divide students into groups. Challenge each to come up with a plan of action for the NATO peacekeepers and UNHCR officials who will be helping the refugees to return home. What emotional and physical concerns will have to be addressed? Share and discuss group lists.

LINKS:
http://www.refugees.org/news/crisis/kosovo_o.htm
http://www.unhcr.ch/refworld/country/cdr/cdrkos.htm
http://www.crisisweb.org/projects/sbalkans/kosovo.htm

EDITOR'S NOTE:
President Slobodan Milosevic
armistice
territorial integrity
Macedonia
refugee camp

YOUR DAILY DESK

Editor's Desk : "Alley McBeal" Special Effects

1. What is the signature of the storytelling on the "Alley McBeal" TV show? What professionals are responsible for making these visual effects? What type of visual effects can be achieved by using a blue screen? What is motion tracking?

2. Refer students to the websites below to learn about the techniques used to create different types of special effects, including visual effects. What is the difference between a visual and a mechanical effect? Instruct students to create lists of their favorite movies that contain visual effects. Select several movies from the list that are available on video. Have students identify a scene from each of these movies, and state how they think these scenes were made. Then, have students watch the different scenes. Direct students to see if they can find out how the effects are accomplished in each scene. Discuss the students' findings.

   EXTENSION: Have each student write a paper about how special effects could be used to enhance his/her favorite TV show or movie. Have students share their papers and discuss.

LINKS:
http://www.geocities.com/Hollywood/Makeup/9472/sfx.htm
http://www.encorevideo.com/
http://www.visual-effects-society.org/
http://www.visualfx.com/home.htm
http://www.siggraph.org/
http://www.isense.com/trackingnf.html

EDITOR'S NOTE:

motion tracking
matte element
blue screen
visual effects
background plate

WORLDVIEW

Friday Focus: Sydney, Australia : Friday Focus: Sydney, Australia

1. When and under what circumstances was the city of Sydney founded? What is Sydney's most recognized landmark? What is the oldest and quaintest part of Sydney?

2. Refer students to print and online resources, including the websites below, to learn more about the history, geography and culture of Australia. Group students. Have each group create a travel brochure for one of Australia's cities or major sites, such as the Great Barrier Reef. Have groups include information about the area's location, history, culture, highlights and infrastructure. Compile the brochures and make them available to your school's library.

LINKS:
http://widow.nla.gov.au/oz/histsite.html
http://www.effect.net.au/cuddlyk/myworld/history/history.html
http://www.about-australia.com/about.htm
http://www.sydneycity.net/
http://www.bio.uts.edu.au/sydney/sydney.html

Sports Page: Sydney Olympics : Sports Page: Sydney Olympics

1. Where are the 2000 Olympic Games being held? What type of construction is being done to accommodate the Olympic Games? What type of activities are being conducted to secure sponsorship and funding for the games? According to John Moore, why should people go to Sydney for the Olympics?

2. What are the benefits and drawbacks associated with hosting the Olympic Games? Direct students to the websites below to learn about the history and scope of the Sydney 2000 Olympic Games. Ask students to investigate how Sydney is modifying its infrastructure to accommodate the Olympic Games. Students should identify the costs associated with the various projects, and how these projects are being funded. Divide class into two groups to debate whether or not Sydney's citizens will benefit from hosting the Olympic Games.

LINKS:
http://www.sydney2000.com/
http://headlines.yahoo.com/Full_Coverage/AUNZ/2000_Sydney_Olympics/
http://www.sydney.olympic.org.au/
http://www.smh.com.au/atlanta/articles/4385.html
http://www.dfait-maeci.gc.ca/english/news/newsletr/canex/960717ae.htm
http://www.nandotimes.com/newsroom/sports/oth/1996/mor/oly/feat/archive/080895/oly769.html
http://www.nando.net/newsroom/sports/oth/1996/oth/oly/feat/archive/052196/oly26569.html

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Information Please : Melbourne

1. When was the city of Melbourne established? Who founded the city? How did immigrants influence Melbourne's culture and architecture? Why is Melbourne's public transportation system

unique?

2. If students have visited Melbourne or other parts of Australia ask them to share their experiences. Compare Melbourne to other cities that were established by immigrants during the last 150 years. What are the similarities and differences between the cultures of these cities?

3. Refer students to multimedia resources to research the history, geography and culture of Australia. Have students use their knowledge to create a trivia game about Australia. As a class, determine the format and rules of the game. Next, help groups of students to prepare questions related to either the history, geography or culture of Australia, or about one of the country's major cities or sites. Edit and compile the students' questions. Have each group take a turn at answering the other groups' questions.

LINKS:
http://www.melbourne.org/
http://www.users.bigpond.com/trishan/melbhist.htm
http://melbourne.citysearch.com.au/chinatown/
http://www.geocities.com/Hollywood/Set/9507/melbtram.html
http://www.tas.gov.au/
http://goaustralia.miningco.com/msubaust.htm?iam=mt

Short Take: Melbourne Cricket : Short Take: Melbourne Cricket

1. What is cricket? Why is the Melbourne Cricket Ground considered a cultural icon? What is the origin of Australian Rules Football? Why do you think the game is so popular in Australia? Do you think Australian football would be popular in your country? Why/Why not?

2. Have students share what they know about the history and culture of Australia. What makes Australian Rules Football uniquely Australian? Direct students to brainstorm a list of national and international sports. Group students. Have each group prepare a presentation about the history of one of these sports and how the sport is played. In which countries is this sport popular? Why? Why are some sports only popular in certain regions of the world? Have groups share their findings and discuss.

LINKS:
http://www.mcc.org.au/
http://www.mcg.org.au/
http://www.afl.com.au/home/default.htm
http://www.afl.com.au/insideafl/rules_0.htm

EDITOR'S NOTE:
Sydney
penal colony
2000 Olympics
Stadium Australia
Melbourne
trams
Tasmania
Australian Rules Football

NEWSROOM CHRONICLE

U.S.S. Kearsarge : U.S.S. Kearsarge

1. What is the role of the U.S.S. Kearsarge in the Kosovo crisis? What kind of ship is the Kearsarge? What is life like above and below deck? How has life changed for some, like the woman who helps build bombs, since the Kosovo conflict began? Why are others on board experiencing boredom?

2. Why is there a great deal of pressure on the ship's safety coordinator? What do the troops do for entertainment when they are out to sea? Describe living conditions for these individuals on the ship. Besides their military experiences, what life experiences are the young sailors gaining?

3. Each person on a Navy ship has a specialized job that is important to the efficient operation of the ship and to its crew. Have small groups of students research some of these important jobs and learn more about the skill and training behind them. As technology becomes more a part of the military, "smart ships" will be reducing workloads and improving combat readiness for Navy personnel. Some "smart ship" technology is already in use. Challenge groups of students to create diagrams or drawings of future "smart ships" that will help some of the specialists on board do their jobs more efficiently. Share group drawings and discuss the increasing role of technology in the military.

LINKS:
http://www.girltech.com/HTMLworksheets/GW_girls_at_work_navy3.html
http://www.chinfo.navy.mil/navpalib/ships/cruisers/yorktown/smrtship.html
http://www.multied.com/navy/CV33Kearsarge.html

EDITOR'S NOTE:
U.S.S. Kearsarge
Harrier jets
stand-by

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CNN NEWSROOM Guide

June 14, 1999

Don't forget, CNN NEWSROOM airs all summer long. Tape segments throughout the summer to build a new video archive.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:00... 01:00

TODAY'S NEWS ... 01:00... 02:00
Top Story ... 08:35... 10:35
-NATO troops assert control over Pristina, Yugoslavia.
-Kosovar refugees in Albania welcome German peacekeeping forces.
-Russian forces in Yugoslavia impede KFOR's peacekeeping mission.

YOUR DAILY DESK ... 01:00... 11:35
Environment Desk ... 02:05... 13:40
Pollen produced from genetically engineered corn may be deadly for Monarch butterflies.

WORLDVIEW ... 01:00... 14:40
Top of the World ... 03:00... 17:40
Chinese authorities crack down on religious expression.

Inside Russia ... 01:50... 19:30
Russian musicians play some unconventional gigs to earn a living.

Information Please ... 02:25... 21:55
Scientists learn that the first cloned sheep may be aging prematurely.

Culture Watch ... 02:55... 24:50
Japanese moviegoers line up for hours to see the "Star Wars" prequel.

NEWSROOM CHRONICLE ... 00:30... 25:20
Beyond the Game: N. Korean Soccer ... 02:20... 27:40
The North Korean women's soccer team prepares to play the U.S. for the Women's World Cup.

CNN NEWSROOM CLOSE ... 00:20... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Kosovo After the Strikes

1. What is the goal of NATO's current mission in Yugoslavia? How did ethnic Albanians and Serbs react to NATO's arrival in the province of Pristina? How will NATO's presence in Pristina impact ethnic Albanians?

2. The goal of NATO's peacekeeping mission is to "put an end to the atrocities, conflict and ethnic hatred." Do you think the presence of NATO will affect relations between ethnic Albanians and Serbs? Explain. According to the video, if NATO succeeds, "everyone will have something to celebrate." Do you agree with this statement? Why/why not?

3. Why do you think some of the outgoing Yugoslav troops resorted to violence? Why is the presence of German forces in Kukes, Albania historically significant? What obstacles are German troops encountering as they cross over the Albanian border into Kosovo? How do you think the German troops feel about their mission? Why?

4. Which countries are involved in the KFOR operation? How do Russia and NATO's positions about the Yugoslavian conflict differ? Why? What is Russia's role in the peacekeeping operation? Why do you think Russia blocked the KFOR troops from entering the airport? How have NATO troops responded to Russia's presence in Yugoslavia? What action, if any, should NATO take if Russian troops continue to deny the KFOR peacekeeping team access to strategic areas?

5. In the video, a U.S. solider states that his participation in the liberation of Kosovo is a very powerful, history making moment. Instruct students refer to the websites below to write a paper describing the events surrounding the liberation of Kosovo from the perspectives of both a Serbian and of an ethnic Albanian. Direct students to identify the fictional background of the two people represented in their paper. How would the person's background affect his/her perspective about this period in history.

LINKS:
http://cnn.com/WORLD/europe/9906/13/kosovo.06/
http://cnn.com/WORLD/europe/9906/11/kosovo.russia.01/
http://www.nato.int/
http://www.un.org/Depts/dpko/
http://www.nato.int/ifor/ifor.htm
http://www.acus.org/NATO/NATOLinks.html

EDITOR'S NOTE:
Kosovo Liberation Army
NATO
Kukes, Albania
Pristina, Yugoslavia
Germany
KFOR
Russia

YOUR DAILY DESK

Environment Desk : Butterfly Killer

1. Why were Bacillus Thuringeinsis (BT) genes spliced into corn plants? Did the new gene help solve the problem for which it was intended? According to some scientists, what potential problem could result from BT producing corn plants? What was Monsanto's reaction to the initial findings of BT corn research?

2. According to Cornell University, how does BT affect humans? Other plants? Animals? Do you think that genetically engineered corn plants are preferable to those sprayed with pesticides? Explain. What are the advantages and disadvantages of each method of pest control? What kinds of testing do you think needs to take place before a new genetically engineered plant can be sold for public consumption?

3. Group students. Refer each group to print and online resources to find at least two examples of farms that used pesticide sprays and farms that used genetic engineering to reduce pest infestation. Have groups identify the problem, cost, and short term and long term side effects of each example. Direct groups to share their findings. As a class, discuss the differences between the use of pesticides versus the use of genetic engineering to reduce pest infestation. Next, have your class create a set of guidelines for farmers that indicates when to use pesticides and genetically engineered plants to reduce pest infestation.

LINKS:
http://photoscience.la.asu.edu/photosyn/courses/BIO_343/lecture/insect.html
http://ianrwww.unl.edu/ianr/pat/pmsgui.htm
http://www.sciam.com/1096issue/1096techbus2.html
http://www.holisticmed.com/ge/pest.html
http://www.lib.uconn.edu/CANR/ces/ipm/ipmglos.htm

EDITOR'S NOTE:
Monarch butterfly
migratory
natural habitat
milkweed plant
bacillus thuringeinsis
biotechnology

WORLDVIEW

Top of the World : China Religion

1. Who is Li Hongzhi? Of what religion is he a leader in China? What did ten thousand Falun Gong followers do in Beijing recently? What did the Chinese authorities do in response?

2. Why does the Falun Gong movement make Chinese leaders nervous? What other religions in China have recently been targets of the government crackdown? To what extent, if any, do you think the government of China should feel threatened by religious activity? Explain.

3. The Chinese government insists that religion is tolerated, even promoted, in its society, but international observers say this is not true. Ask students to make their own determination on whether freedom of religion exists in China. Have them consult online and other resources to gather information on religious freedom in China and share their findings. If freedom of religion exists in China, why do many on the outside have the perception that it does not? If freedom of religion does not exist in China, why does the government suppress religious expression? What would have to happen in order for the people of China to be able to enjoy freedom of religion?

LINKS:
http://www.insidechina.com/culture/relig.php3
http://www.china-embassy.org/Press/religion.htm
http://www.amnesty.org/ailib/aipub/1996/SUM/31706996.htm

BEST COPY AVAILABLE

http://www.amnesty.excite.com/asia/china/index.html

Inside Russia : Street Musicians

1. Why are some Russian musicians playing in subway stations? How does the salary for a professional violinist like Eva in the Moscow Orchestra compare to what she can make "underground"?

2. Survey students to find out what they know about the current state of Russia's economy. Then have them work in groups to conduct research to learn about the financial crisis in Russia and its causes. Share student findings. Ask: What other professions are suffering as a result of this crisis? What does the future hold for Russia's economy?

LINKS:
http://www.cyberhaven.com/globalinvesting/russianeconomy.html
http://www.brook.edu/fp/articles/gaddy/gaddick1.htm
http://www.west.net/~wwmr/main.htm

Information Please : Dolly's Age

1. What is "Dolly"? How was Dolly created? What are telomeres? What is happening to Dolly's telomeres to lead scientists to the belief that she may be aging genetically? How might this process affect her age?

2. What have scientists learned about the ages of Dolly's offspring? Why is this so? In spite of this information, why do scientists call this study inconclusive? What other information will scientists need before they can reach conclusions about clones and aging?

3. Direct students to conduct research to learn more about genetic aging. How do scientists think the telomere is the key to lifespan? What does repeated DNA replication do to the telomeres? Share student findings in class discussion. If the study of Dolly's telomeres proves conclusive, what are its implications for the future of cloning? Discuss.

LINKS:
http://www.latimes.com/HOME/NEWS/STATE/UPDATES/lat_dolly990527.htm
http://www.press1.com/current/clone/dollydna599.html
http://www.press1.com/current/clone/

Culture Watch : "Star Wars" in Japan

1. How many people lined up to see the advance screening of "The Phantom Menace" in Tokyo? Approximately how many actually got in? Why do promoters think the movie will be a success in Japan? What evidence is there that they might be right?

2. Why do students think the "Star Wars" movies appeal to so many people? What makes these movies international box office hits? Challenge each student to write a review of one of the "Star Wars" movies, discussing the universal themes, character traits and/or special effects that make the movies appealing to different cultures around the world.

LINKS:
http://www.lucasarts.com/menu.html
http://www.shavenwookie.com/swlinks.html
http://www.cadvision.com/geoff/sw.html

EDITOR'S NOTE:
exile
Falun Gong
social stability
Celsius
ensemble
telomeres
George Lucas
science fiction

NEWSROOM CHRONICLE

Beyond the Game: N. Korean Soccer : Beyond the Game: N. Korean Soccer

1. What is North Korea's form of government? What is the status of the diplomatic relationship between South Korea and North Korea? Under what circumstances would the U.S. provide economic and political benefits to North Korea? What is the Women's World Cup competition? Why is the match between North Korea and the U.S. politically and historically significant? What are some of North Korea's major domestic issues? What is "Ping-Pong Diplomacy"?

2. Do you think there are similarities between the U.S.-North Korean Women's World Cup match and the recent wrestling competition between Iran and the U.S.? Explain. Do you think sports can help nations build relationships? Explain. In your opinion, will the Women's World Cup match between the U.S. and North Korea impact diplomatic relations between these two nations? Why/why not?

3. Ping-Pong Diplomacy refers to the exchange of visits by Chinese and United States table tennis teams during 1971-1972 that helped dissolve years of hostility between these two countries. Divide class into two groups. Refer both groups to print resources and the websites below to prepare a presentation about the history of relations between the U.S. and China or between the U.S. and North Korea during the last 30 years. Following the presentations, have students compare and contrast the similarities and differences between America's diplomatic relations with North Korea and China. Discuss whether the U.S. and Korea might benefit from the diplomatic strategies that enhanced the relations between China and the U.S.

LINKS:
http://hubble.bloomu.edu/~eacs/China/Government/chinaus.htm
http://www.jue.org/jue/chinanews/docs/pingpong.html
http://www.usia.gov/usis.html
http://cnnsi.com/soccer/world/1999/womens_worldcup/
http://www.koryogroup.com/asl/report.html
http://www.wfp.org/
http://wwwnotes.reliefweb.int/

EDITOR'S NOTE:
Ping-Pong Diplomacy
Women's World Cup
soccer
North Korea
famine
diplomacy

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

June 15, 1999

CNN NEWSROOM airs all summer! Partner with colleagues and tape different weeks. You'll have hours of programming when you return from break.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:00... 01:00

TODAY'S NEWS ... 01:00... 02:00
Top Story ... 07:30... 09:30
-U.S. forces arrive in Kosovo.
-The U.N. Refugee Agency aids displaced ethnic Albanians.

YOUR DAILY DESK ... 01:00... 10:30
Health Desk ... 02:35... 13:05
Research indicates that forgiving others is important for psychological and physical health.

WORLDVIEW ... 01:00... 14:05
Inside Africa ... 03:20... 17:25
Although apartheid has ended, some black South Africans still experience discrimination in education.

Did You Know? ... 02:45... 20:10
The Philadelphia Boys Choir tours Cuba for the first time.

Information Please ... 02:25... 22:35
Circus Ethiopia is a unique show that entertains audiences around the world.

Short Take ... 01:50... 24:25
International guests attend a rare designer fashion show in Havana.

NEWSROOM CHRONICLE ... 01:00... 25:25
Child Translator ... 02:00... 27:25
Immigrant parents often rely on their English speaking children as a conduit to the outside world.

CNN NEWSROOM CLOSE ... 00:35... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Kosovo: After the Strikes

1. When are Yugoslav forces slated to be out of Kosovo? What shocking scenes did the incoming U.S. and other KFOR troops encounter in Ramian, Kosovo? How are ethnic Albanians responding to NATO troops? Why? What are the living conditions like in Kosovo?

2. Why has it taken so long for the U.N. Refugee Agency to deliver aid to the outskirts of Pristina? What is the physical condition of the ethnic Albanians in this region? What concerns do the refugees have about returning to their villages in Kosovo?

3. What is Russia's role in the peacekeeping operation? How does NATO feel about Russia controlling a sector of Kosovo? Why? What do you think Russia's role should be in the peacekeeping mission? Why?

4. What is ethnic cleansing? Have students refer to multimedia resources, including the fourth website below, to learn more about the events surrounding the alleged cleansing of ethnic Albanians in Kosovo. Have groups of students examine the precipitating factors of the ethnic cleansing. Do you think ethnic cleansing could happen in your country? Why/why not?

5. Refer students to the last website below to research the Universal Declaration of Human Rights. Next, have students review the Yugoslavian government's alleged actions toward the ethnic Albanians, and determine whether these actions are in violation of the Universal Declaration of Human Rights.

6. Ask students to identify the steps and obstacles associated with implementing peace in Kosovo. Divide your class into five groups. Refer groups to print and other resources, including the websites below, to prepare a presentation about the obstacles associated with one of the following issues: The withdrawal of Serb troops, the deployment of peacekeeping forces, the return of Kosovar refugees, the demilitarization of the KLA, or the rebuilding Kosovo. Following the presentations, have students discuss the extent to which NATO and the international community should help to institute peace in Kosovo.

LINKS:
http://cnn.com/WORLD/europe/9906/14/kosovo.03/
http://cnn.com/SPECIALS/1998/10/kosovo/
http://cgi.pathfinder.com/time/daily/special/kosovo/
http://www.amnesty.org/
http://www.un.org/rights/

EDITOR'S NOTE:
ethnic cleansing
KFOR
ethnic Albanians
NATO
Kosovo
autonomy
Russia

YOUR DAILY DESK

Health Desk : Forgiveness

1. What does it mean to forgive? What are the physiological and psychological benefits associated with forgiving? What is the most important component of forgiveness? Why? What type of research suggests that forgiveness is related to genetics?

2. Why do you think being slighted causes people to feel stressed? How do you think remaining angry at somone would affect an individual over time? How might forgiving others enhance the quality of a person's life? Does forgiving an individual excuse his or her actions? Explain. What social values does forgiveness promote? Do you think forgiveness is crucial for the survival of the human species? Explain.

3. Have each student select one of the following quotes and write a paper that illustrates the meaning of the quote.
    1. "Until he extends the circle of his compassion to all living things, man will not himself find peace." Albert Schweitzer, early 20th-century German Nobel Peace Prize-winning mission doctor and theologian.
    2. "The weak can never forgive. Forgiveness is the attribute of the strong." Mohandas Gandhi, 20th-century, Nobel Prize-winning, Indian nonviolent civil rights leader.

4. Have each student write a paper describing a situation in which he or she forgave somebody. How did the student handle the situation? Did the act of forgiveness resolve the issue? Why/why not? Did this experience affect the student's relationship with the individual? Discuss.

LINKS:
http://www.emory.edu/WHSC/YERKES/
http://www.templeton.org/forgiveness/forgiveresearch.asp
http://philanthropyroundtable.org/1.10/interview.html
http://www.templeton.org/grantopp/forgivebiblindex.asp

EDITOR'S NOTE:
forgiveness
Templeton Foundation
empathy
stress
genetics

WORLDVIEW

Inside Africa : South Africa Integration

1. How did some whites react to a court order to integrate their primary school in Potgietersrus, South Africa, three years ago? How do the black children remember this experience? Why do some recall that "the teachers were as bad as the students"?

2. What is life like now for the black students who attend Potgietersrus Primary School? How has the school changed? Where have the white students gone? How do the black students at Potgietersrus feel about this? Do you think the current system of education is beneficial to white and black South Africans? Why/why not?

3. How did segregation originate in South African schools? What is apartheid and how has it impacted South African society? Have students work in groups to conduct research on apartheid and its effects. Share group findings in class discussion. Discuss reasons why some Afrikaners are reluctant to share power with black South Africans. How is education a means to gaining power? How does this help explain why segregation continues in many South African schools?

LINKS:

http://www-cs-students.stanford.edu/~cale/cs201/apartheid.hist.html
http://www-personal.umich.edu/~jrajzer/nre/apartheid.html
http://www.tcnj.edu/~aziem2/education.htm

Did You Know? : Philadelphia Boys Choir Tours Cuba

1. How has the Philadelphia Boys Choir been received in Cuba? How did members of the choir feel about their reception? Are members of the choir aware of the political problems between their nation and Cuba? How do they use opportunities like this trip to remind people why they are called "ambassadors of song"?

2. Music is often called "the universal language." Why do you think this is so? Have you ever experienced a musical performance by performers from another place that has "bridged a cultural gap" for you? If so, tell the class about your experience.

3. What is the current status of U.S.-Cuba relations? Are U.S. citizens allowed to travel to Cuba? Direct students to conduct research to learn more about current U.S.-Cuba relations and share their findings. Should restrictions continue to be imposed on U.S. citizens who want to go to Cuba? Have each student write an brief position paper in response to this question.

LINKS:
http://www.phillyboyschoir.com/
http://www.cdi.org/issues/cuba/
http://www.foreignrelations.org/public/pubs/cuba2.html
http://www.canfnet.org/english/faquspol.htm

Information Please : Ethiopian Circus

1. What are the ages of the performers in Circus Ethiopia? Describe some of the different backgrounds of these performers. What is unique about their lifestyle and their show?

2. How do the performers from Circus Ethiopia help themselves and their families through their art? How do the performers also help their country?

3. The young performers of Circus Ethiopia are proud of their country and try to spread its culture around the world. Ask students what they know about Ethiopia's history and culture. Assist them in researching additional information on Ethiopia. As a class, compile student findings into an informative resource on Ethiopia's history and culture and keep it in your classroom reference area.

LINKS:
http://lmc.tradewave.com/galaxy/Community/World-Communities/Africa/Ethiopia.html
http://etonline.netnation.com/
http://www.folksonline.com/folks/hh/tours/1998/circus.htm

Short Take : Cuba Fashion Show

1. Why did hundreds of people recently wait in line and pay to get into an exclusive hotel in Havana? Whose fashions were on display there? How was this "the opportunity of a lifetime" for at least one model in the show? Why is a fashion show an unusual occurrence in Cuba? Why do you think a French designer would want to showcase his fashions there?

EDITOR'S NOTE:
integration
Afrikaner
Philadelphia
Cuba
ambassadors
Ethiopia
acrobats

NEWSROOM CHRONICLE

Child Translator : Child Translator

1. Which country is Hau Ta from? What is a "language broker"? How does Hau Ta use his English speaking skills to help his family? How does he feel about translating for his parents?

2. What are the benefits and drawbacks of language brokering? Do you think immigrant parents should rely on their children as a conduit to the outside world? Why/why not? What are the similarities and differences between your family responsibilities and Hau Ta's family responsibilities? Whose responsibilities are the most demanding? Why?

3. Why do you think people immigrate? What challenges do you think immigrants encounter upon entering a new country? What specific difficulties might an immigrant encounter if he/she did not understand the native language? What type of social services might help immigrants to acclimate to their new surroundings?

4. Have each student detail his/her daily activities for one day. Instruct students to note the number of situations and tasks that require communicating with others. Next, direct students to imagine what their day would have been like if the people around them didn't speak their language. Have groups of students illustrate some of these potential scenarios through role-plays. Instruct the audience to identify what is going on in each scene, and what message the non-native speaker is trying to communicate. Following the role-plays, have students share their thoughts and feelings about what it was like to have difficulty communicating.

LINKS:
http://www.us-immigration.com/indext.htm
http://www.ins.usdoj.gov/
http://aspe.os.dhhs.gov/hsp/97trends/PF1-5.htm
http://headlines.yahoo.com/Full_Coverage/US/Immigration

EDITOR'S NOTE:
language broker
immigrant
conduit

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CNN NEWSROOM Guide

June 16, 1999

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:35... 01:35

TODAY'S NEWS ... 01:00... 02:35
Top Story ... 04:15... 06:50
Tensions mount as Yugoslavian troops withdraw from Kosovo.

In the Headlines ... 02:45... 09:35
KOREAN NAVY SHIPS EXCHANGE FIRE

YOUR DAILY DESK ... 01:00... 10:35
Business Desk ... 02:30... 13:05
Bringing more women into engineering may prevent an engineer shortage in the next decade.

WORLDVIEW ... 01:00... 14:05
Top of the World ... 02:50... 16:55
Angola's street kids are the cruelest reminders of a civil war that has ravaged the country for two decades.

FYI: Asia Internet Trading ... 02:45... 19:40
Asian investors are slowly getting accustomed to trading on the Internet.

Taking Care of Business ... 03:40... 23:20
Jollibee is the fast-food king of the Philippines.

Check It Out! ... 00:45... 24:05
Myanmar's most sacred pagoda is getting a facelift.

NEWSROOM CHRONICLE ... 00:25... 24:30
English Language Acquisition ... 02:15... 26:45
The Denver Public School's English Language Acquisition Program is controversial among educators.

Rosa Parks ... 01:00... 27:45
Rosa Parks receives the Congressional Gold Medal of Honor.

CNN NEWSROOM CLOSE ... 00:15... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Kosovo: After the Strikes

1. What is the status of the Yugoslav troop withdrawal from Kosovo? How are ethnic Albanian and Serb civilians reacting to the transition? Why are some Serbs fleeing Kosovo? Should Serb civilians leave Kosovo? Why/why not? Do you think the international community should aid fleeing Serbs? Explain. What is the KLA? What is KLA's role in the transition? Do you think peace can be restored in Kosovo? Why/why not?

2. The Serbian Orthodox Church has demanded that President Milosevic resign. What impact might this statement have on President Milosevic's political career? Do you think President Milosevic should resign? Why/why not?

3. Have students consult the last website below for the text of the U.N. resolution on Kosovo. In class discussion, compare the major points of the resolution to the timetable for Kosovo's transition. The timetable is located at the third website below. How does the language of the two documents differ? Do both documents accomplish the same goal? Discuss.

LINKS:
http://cnn.com/WORLD/europe/9906/15/kosovo.05/
http://cnn.com/SPECIALS/1998/10/kosovo/
http://cnn.com/WORLD/europe/9906/09/kosovo.plan.01/
http://cnn.com/WORLD/europe/9906/08/resolution.text/

In the Headlines : In the Headlines

1. What are South and North Korea's forms of government? When did the Korean War occur? How is the Korean armistice different from a full peace treaty? Why do tensions still exist between North and South Korea?

2. Why are North and South Korea engaged in a naval battle? Why is the sea border south of the Northern Limit Line politically and economically significant? In your opinion, will this naval conflict escalate? Why/why not? What is the goal of the inter-Korean talks? Do you think this naval conflict will jeopardize South Korea's policy of peaceful engagement? Explain.

3. Have students share their knowledge about the history of North and South Korea since the Korean War. Refer students to print and online resources to investigate the status of North Korea's famine and its relationship with the U.S. and Japan. Why do some nations feel that North Korea poses a threat to the international community? Under what condition will South Korea and the U.S. provide economic aid and restore diplomatic ties with North Korea? Following a class discussion about these issues, instruct each student to write a position paper about whether or not a permanent peace agreement can be achieved between North and South Korea. Have students share their papers and discuss.

LINKS:
http://cnn.com/WORLD/asiapcf/9906/15/korea.standoff.03/
http://cnn.com/WORLD/asiapcf/9902/24/koreas.01/index.html
http://www.kcna.co.jp/
http://www.koryogroup.com/asl/report.html
http://www.state.gov/
http://darkwing.uoregon.edu/~felsing/kstuff/nkgov.html
http://search.asiaco.com/South_Korea/Government/

EDITOR'S NOTE:
President Slobodan Milosevic
KLA
ethnic Albanians
NATO
Serbian Orthodox Church
Korea
bilateral talks

YOUR DAILY DESK

Business Desk : Women Engineers

1. Who is Donna Shirley? How is the career that she has chosen different from other careers that women might choose? Who is Jennifer Harris? Why does she think many young women shy away from an engineering career? According to the National Association of Engineers, how do schools sometimes fail to encourage young women from engineering?

2. Why is a lack of diversity in engineering a real problem for the profession? How is diversity an asset to any profession? How are women engineers trying to get other women interested in engineering? If you were an executive with a major engineering firm, what would you do to recruit women?

3. Help students learn more about women engineers at NASA by consulting the first two websites below. After reading the profiles of some of these engineers, invite a local woman engineer to discuss her career choice with the class. Help students who are interested in possible engineering careers by referring them to local engineering firms and your school's guidance department.

4. Have each student locate and interview a woman who has chosen a career in a traditionally male-dominated field. Students will want to know: Who or what sparked an interest in this career for her? What kinds of courses and training were necessary for her to achieve this professional goal? How was she received by her male counterparts? What advice does she have for others considering this career? Have students share their interviews and discuss the challenges facing women entering male dominated professions.

LINKS:
http://www.jpl.nasa.gov/tours/women/shirley.html
http://www.jpl.nasa.gov/tours/women/
http://www.witi.com/
http://www.nae.edu/nae/cwe/cwe.nsf/Homepage/

EDITOR'S NOTE:
mentoring
engineering
Pathfinder
curriculum
diversity

WORLDVIEW

Top of the World : Angola Street Kids

1. Locate Angola on a world map. Of what nation was Angola once a colony? How has life changed for many Angolan children since the war for independence?

2. What has the Goal program done to ease the suffering of Angola's street children? What basic necessities can children find at the Goal shelter? How is the program trying to improve the future for these children?

3. What is the current political, social and economic situation in Angola? Have students work in groups to learn more about this country and the problems that impact the quality of life for its children. Should the international community come to the aid of these children? Have each group write and present a speech to the United Nations General Assembly on the plight of Angola's children, the political, economic and social factors behind their suffering, and what should be done to help them.

LINKS:
http://www.angola.org/
http://travel.state.gov/angola.html
http://www.goal.ie/html/angola.htm
http://pangaea.org/street_children/africa/africa.htm

FYI: Asia Internet Trading : FYI: Asia Internet Trading

1. How do the numbers of online stock traders in Asia compare to those in the U.S.? How has Mark Duff staked his reputation and his money on a potential online trading explosion in Asia? Why do you think experts are predicting that Asia's online trading market will suddenly expand?

2. Besides online trading opportunities, what else does Mr. Duff's website offer? Why do you think online trading information is sometimes difficult for the small investor to obtain? Are any other online trading companies currently operating in Asia? Explain.

3. What kinds of information does one find on an investing or business website? Take students on an online "scavenger hunt" of business/investment websites to learn more about what these sites have to offer. Challenge small groups of students to find as many of these kinds of sites as they can and note their features and the kind of information they offer. Share group findings and discuss what makes an investment website truly "investor-friendly."

   EXTENSION: Ask students: If you were in charge of the team setting up a new website for investors who are not well-trained in online investing, what concerns would you want to address? Generate a class discussion about what the online trading companies might want to consider as they plan websites for inexperienced cyber-traders.

LINKS:
http://internetasia.net/
http://boom.com/
http://www.investorlinks.com/comm-discount.html

Taking Care of Business : Philippines Jollibee

1. What is Jollibee? Who are its founders? How successful is this business? How did the business get started? To what does William Tan attribute Jollibee's success?

2. What are some of the business lessons Jollibee has learned from other corporations? How has the

company managed to prosper, even in tough economic times? How many countries are home to Jollibee restaurants? Why do you think the business has been so successful?

3. As a class, review the video and discuss some of the dishes Jollibee customers can buy. How is each a unique meal with a Philippine twist? Challenge groups of students to create their own plans for fast-food restaurants based on ethnic cuisine. Have each group brainstorm and decide on a menu, restaurant name and design, target market and advertising theme and present its ideas. Discuss how each business could be successful in its market niche.

LINKS:
http://web3.asia1.com.sg/timesnet/data/ab/docs/ab1605.html
http://detnews.com/1998/biz/9807/16/07160029.htm
http://www.nando.net/newsroom/ntn/biz/071598/biz14_13764_noframes.html

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EDITOR'S NOTE:
Angola
online trading
small investor
Jollibee
franchise
market share
pagoda
stupa

NEWSROOM CHRONICLE

English Language Acquisition : English Language Acquisition

1. What is Than Nguyen's native language? What is the goal of the Denver Public School's English Language Acquisition Program? Why is the program controversial? How long does it usually take for a non-English speaking person to become fluent in English? Why is the students' native culture an issue of concern? What changes are the Denver schools making to enhance their English Language Acquisition Program?

2. Do you think limited-English-proficient (LEP) students have distinct learning needs? Explain. Inform students that "under the U.S. Constitution, the 1964 Civil Rights Act, and other federal laws, LEP students are entitled to the same opportunity to learn as other students." As a result, during the last 30 years there has been much debate about what is the most effective way to teach LEP students. Refer your class to the websites below to learn about the history of foreign language instruction in the U.S. Have students identify relevant political issues and legislation, and the differences between bilingual and English-only instruction. Next, divide your class into two groups to debate the merits of bilingual versus English only instruction.

LINKS:
http://www.denver.k12.co.us/news/proposals/ELA_summary.html
http://www.lang.uiuc.edu/r-li5/esl/
http://www.ed.gov/index.html
http://www.nabe.org/
http://www.nabe.org/unz/index.html
http://www.lmrinet.ucsb.edu/old/ncrcdsll/others.html

Rosa Parks : Rosa Parks

1. What is segregation? Why is Rosa Parks seen as the "mother of the Civil Rights Movement?" What is the significance of the Congressional Gold Medal of Honor? Why was the Medal of Honor awarded to Rosa Parks? Who are some of the other Medal of Honor recipients?

2. In his speech, President Clinton stated that "in so many ways Rosa Parks brought America home to our founders' dream." What is the meaning of this statement? Why do you think Rosa Parks' actions had such a profound effect? Rosa Parks' protest is an example of non-violent demonstration. Site other examples of non-violent protests and compare them to examples of violent protests. Were these protests effective? Explain. Is one form of protest more effective than the other? Why/why not?

3. Inform students that throughout American history, policies were instituted to establish equality between races. These policies included the Constitution's three-fifths rule, the ban on the slave trade, the limits put on the expansion of slavery, the Fugitive Slave Act, Emancipation, Reconstruction, Jim Crow (segregation laws), and the civil-rights revolution. Divide class into eight groups to prepare a presentation about one of these policies. Instruct each group to consider the goal of the policy, and whether or not the policy helped to strengthen race relations in the U.S. Following the presentations, ask students if they think there is a race problem in America today. Have student substantiate their opinion with facts.

LINKS:
http://cnn.com/US/9906/15/rosa.parks.medal/
http://cnn.com/SPECIALS/1998/black.history/
http://www.achievement.org/autodoc/page/par0bio-1
http://www.civilrightsmuseum.org/

EDITOR'S NOTE:
language acquisition
bilingual education
English as a Second Language
civil rights
Rosa Parks
Congressional Gold Medal of Honor

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

June 17, 1999

CNN NEWSROOM airs all summer! Partner with colleagues and tape different weeks. You'll have hours of programming when you return from break.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 02:00... 02:00

TODAY'S NEWS ... 01:50... 03:50
Top Story ... 01:50... 05:40
Vice President Al Gore announces his candidacy for U.S. President.

In the Headlines ... 01:05... 06:45
REFUGEES HEAD BACK TO KOSOVO

Our Man in Kosovo ... 04:05... 10:50
CNN NEWSROOM's Jason Bellini reports from Prizren, Kosovo.

YOUR DAILY DESK ... 00:35... 11:25
Science Desk ... 02:35... 14:00
Scientists are a giant step closer to being able to generate replacement organs for humans.

Science Desk Extra ... 02:20... 16:20
"Sue," the largest T.rex fossil ever found, is prepared for exhibit at Chicago's Field Museum.

WORLDVIEW ... 00:45... 17:05
Top of the World ... 03:30... 20:35
The South African government and its detractors debate the reasons behind the nation's high crime rate.

Y2K Watch: China Y2K ... 03:15... 23:50
Only fifteen percent of China's key industries are Y2K ready.

NEWSROOM CHRONICLE ... 00:50... 24:40
Our World ... 02:20... 27:00
A New York school gives violent kids a second chance at an education.

CNN NEWSROOM CLOSE ... 01:00... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Democracy in America

1. Who is Al Gore? For what office has he officially announced he is a candidate? In announcing his candidacy, Mr. Gore said he wants to return America to "family values." This has theme has been cited by other candidates in the past as well. Why do you think Mr. Gore chose the "family values" theme?

2. What are some important upcoming dates as U.S. voters prepare to cast their ballots next year? What is a primary? Use this opportunity to introduce students to the primary system and the different kinds of primaries used by the Democratic and Republican parties as they attempt to nominate presidential candidates.

3. From whose political shadow does Al Gore need to emerge as he runs for president? Why? According to the video, "Al Gore is no Bill Clinton, in some ways, political analysts say, that's a good thing." Do you agree or disagree with the analysts? Explain.

4. Who is Al Gore's primary challenger at this point? Why do political observers insist that George W. Bush "isn't home free yet"? What political strengths does George W. Bush have going for him? Do you think George W. Bush will be the most formidable challenger to Al Gore, or do you think someone else will emerge? Explain.

5. Ask groups of students to pretend that they are political consultants to Vice President Gore as he launches his bid for the presidency. In what ways do students think he should distance himself from President Clinton? In what ways should he remind voters that he is Bill Clinton's vice president? Direct each group to come up with a list of issues and concerns that voters are likely to have on their minds in the coming election year. For each, instruct groups to determine whether Mr. Gore should underscore his "Clinton connection" or dismiss it, and how best to accomplish each goal. Have groups share their ideas and discuss how Mr. Gore's opponents will use the Clinton connection as fodder for political attacks.

LINKS:
http://cnn.com/ALLPOLITICS/stories/1999/06/16/president.2000/gore/
http://cnn.com/ALLPOLITICS/time/1999/06/14/bush.html
http://cnn.com/ALLPOLITICS/stories/1999/06/16/president.2000/gore.image/

Our Man in Kosovo : Our Man in Kosovo

1. How does Jason Bellini describe the mood and behavior of ethnic Albanian refugees returning home to Kosovo? What dangers face the refugees on the journey home? Why are they reluctant to wait until KFOR troops have secured their safety before heading back to Kosovo?

2. Who now appears to be fleeing from Kosovo? Why? What is the KLA? How has this organization responded to the NATO troops' entry into Kosovo? What is the KLA's objective? Does this objective appear to be part of KFOR's mission? Explain.

3. How are international aid organizations handling the massive return of refugees to Kosovo? Have students work in groups to conduct research to learn more about the refugees' situation and the issues facing relief groups as they assist them on the journey home. Share group findings. Discuss the challenges to relief agencies and peacekeeping troops as ethnic Albanians hurry to return home.

LINKS:
http://www.rferl.org/nca/features/1999/06/F.RU.990610132049.html
http://www.unhcr.ch/
http://www.amnestyusa.org/news/1999/47006199.htm

EDITOR'S NOTE:
Al Gore
Democratic Party
political persona
George W. Bush
primary
KFOR
KLA
convoy

YOUR DAILY DESK

Science Desk : Organs to Grow

1. Why is Geron Corporation interested in cloning technology? What is the ultimate goal of their research? Explain how their previous work with stem cells and cell differentiation brought them to this point. From where do their stem cells come? What determines the specific kind of cell a stem cell becomes?

2. Which processes will Geron's scientists have to master before they are able to use their stem cells for tissue repair? How will cloning technology be used to overcome the problem of tissue rejection? How long do scientists feel it will be before this research is ready to be used to benefit the general public? Do you think the potential benefit of longer lifespans and regeneration of injured limbs and organs outweigh the potential danger of experimenting with cloning? State your rationale.

3. As a class, discuss the larger issues that will need to be addressed once a "warehouse of human repair parts" becomes a real possibility. Have students explore the following questions in class discussion:
    1. What do you think is Geron's motivation behind this research (help humankind, profit, etc.)
    2. Do you think selling human parts for profit is an ethical business? If so, explain your position. If not, how do you think Geron should recover its investment in creating this process?
    3. Once the ability to make "human spare parts" is a reality, who should be able to have organ replacements: People who can afford them, people who have insurance, or everyone that needs one? How should priority for replacement parts be determined, and by whom?
    4. Do you think the U.S. Government should be involved in regulating this new industry? Explain.

LINKS:
http://www.geron.com/GeronPrograms/Frame.GeronPrograms.html
http://www.the-scientist.library.upenn.edu/yr1999/jan/russo_p3_990104.html
http://pslgroup.com/dg/33596.htm
http://whyfiles.news.wisc.edu/shorties/stem_cell.html
http://www.sciencenews.org/sn_arc97/7_19_97/fob1.htm

Science Desk Extra : Science Desk Extra

1. What is "Sue"? How are the remains of this dinosaur unique? When will this huge fossil be ready for exhibit? How is "Sue" stirring interest among scientists and visitors to the museum?

2. What can we learn from fossils like this one? Have students work in groups to find out what scientists are learning from "Sue," and share their findings. Challenge each student to make a list of additional questions he/she would like to see answered as a result of scientific analysis of "Sue."

3. Why did the dinosaurs become extinct? Lead a class brainstorming session to generate a list of students' theories as to why the dinosaurs died out. Then divide the class into small groups and have each conduct research to learn more about any one theory. Have groups present their findings and discuss how scientists could go about determining which theories are the most credible.

LINKS:
http://www.fmnh.org/sue/default.htm
http://www.fmnh.org/new/press/press_ct.htm
http://www.dinosauria.com/jdp/jdp.htm

EDITOR'S NOTE:
human stem cells
elomerase expression
cloning technology
DNA
Tyrannosaurus rex
Brachiasaurus

WORLDVIEW

Top of the World : South Africa Crime

1. What is apartheid? When was apartheid abolished in South Africa? How often is a murder committed in South Africa? How many South African police officers have been murdered this year? How do the opinions of the South African government and its detractors differ as to why the nation's crime rate is so high?

2. How has the transition from apartheid to democracy affected South Africa's police and criminal justice system? Why do you think the South African police are targets of violence? What is affirmative action? According to the video, what are the benefits and drawbacks of affirmative action?

3. Have students share what they know about the history of South Africa and its transition from a system of apartheid to a system of democracy. Have students investigate and discuss the following questions: Why is the crime rate escalating in South Africa? Does South Africa's violent past contribute to this escalation? How do racial attitudes affect perceptions about the cause and effects of crime? How is the high rate of crime affecting South Africa's businesses and economy?

4. Divide your class into three groups. Refer groups to the websites below to prepare presentations about the initiatives being taken by either parliament, law enforcement or civilians to decrease the incidence of crime in South Africa. As a class, discuss whether these initiatives are effective. Should the African National Congress support the death penalty? Discuss.

LINKS:
http://cgi.pathfinder.com/time/magazine/articles/0,3266,18688,00.html
http://cgi.pathfinder.com/time/magazine/articles/0,3266,26295,00.html
http://cnn.com/SPECIALS/1999/safrican.elections/
http://cnn.com/SPECIALS/1999/safrican.elections/stories/crime/
http://cnn.com/interactive/specials/9905/safrica.profile/timeline/frameset.exclude.html
http://www.wits.ac.za/wits/wits/wits/csvr/home.htm
http://www.geocities.com/toto?s=76000014

Y2K Watch: China Y2K : Y2K Watch: China Y2K

1. What is the Y2K problem? Why are many people concerned about the impact of Y2K on China? What obstacles are preventing China from becoming Y2K compliant?

2. Have students refer to multimedia resources, including the links below, to learn more about Y2K, China's infrastructure and the status of technological development in China. How does China's level of technological sophistication compare to that of Western, industrialized nations? Group students. Have each group prepare a presentation about how Y2K could affect one of China's key industries, such as transportation, utilities or telecommunications. After the presentations, ask: How might the international community be affected by China's potential Y2K problems? Should the international community assist China to become Y2K compliant?

LINKS:
http://cnn.com/WORLD/asiapcf/9904/01/china.y2k/
http://cnn.com/TECH/specials/y2k/
http://www.china-embassy.org/
http://www2.nando.net/newsroom/ntn/world/052098/world3_18266_noframes.html
http://www.chinaonline.com/
http://www.lycos.com/computers/flash/y2k.html

EDITOR'S NOTE:
apartheid
South Africa
affirmative action
crime rate
Y2K compliant
millennium testing

NEWSROOM CHRONICLE

Our World : Second Opportunity School

1. What is a second opportunity school? What kind of students attend this school? How does New York state law come to the aid of students who cannot go to regular schools? What is different about the second opportunity school? What kinds of "life lessons" do the students learn?

2. Critics say violent students belong in detention centers, not in schools paid for with public tax dollars. Ask students if they agree/disagree with this thinking. Have each write an opinion paper in response to the question: "What should be done with students who are violent offenders?"

LINKS:

http://cnn.com/ALLPOLITICS/stories/1999/06/16/gun.control/
http://www.nwrel.org/nwreport/sept97/article4.html
http://www.purdue.edu/UNS/html4ever/9707.Haring.altschools.html

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EDITOR'S NOTE:
second opportunity school
educational alternative
student bonding
advocate

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

June 18, 1999

Coming June 21: (Environment Desk) - The Australian weevil is being used in Florida to curtail the growth of the Australian Melaleuca tree.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 01:00... 02:15
Top Story ... 02:05... 04:20
Kosovo refugees return home.

In the Headlines ... 01:30... 05:50
COUNTRIES CONVENE FOR G-8 SUMMIT

YOUR DAILY DESK ... 01:00... 06:50
Editor's Desk ... 03:15... 10:05
"Hair" reopens on stage, three decades after it shocked America.

WORLDVIEW ... 01:00... 11:05
Taking Care of Business ... 02:25... 13:30
Analysts predict that international investment in China will decline by year's end.

Artistry in Action: Spiritual "Star Wars" ... 02:50... 16:20
The "Star Wars" movies are classic tales of the spiritual struggle between good and evil.

Sports Page ... 02:05... 18:25
A lone motorcycle daredevil provides a form of entertainment in Taleban-ruled Afghanistan.

Culture Watch ... 02:25... 20:50
For the first time, a contestant from Kosovo has been crowned Miss Albania.

NEWSROOM CHRONICLE ... 01:00... 21:50
Hollywood Armor ... 02:30... 24:20
Hollywood movie makers turn to blacksmith Tony Swatton for their medieval props.

Our World ... 02:50... 27:10
Thanks to Orel Lee Brown, impoverished kids from Oakland, California are going to college.

CNN NEWSROOM CLOSE ... 00:50... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Kosovo: After the Strikes

1. How may Kosovar refugees have been displaced as a result of the war? How do the refugees feel about returning to Kosovo? What type of personal struggles have the refugees endured?

2. According to the video, "the Dobra children will have to grow up fast." What is the meaning of this statement? What obstacles do you think the Dobra children and other refugees will encounter as they rebuild their lives in Kosovo?

LINKS:
http://cnn.com/WORLD/europe/9906/17/kosovo.refugees.01/
http://cnn.com/interactive/specials/9906/kosovo.detailed.peace.plan/frameset.exclude.html
http://cnn.com/SPECIALS/1998/10/kosovo/related.sites/

In the Headlines : In the Headlines

1. Which nations will participate in the G-8 summit? What is the focus of the summit? Why is Russia attending the summit? Why has Russia "cast a shadow on the summit?" Who is Bin Laden? Why does Bin Laden pose a threat to the U.S.?

2. President Clinton stated that rebuilding Kosovo and the rest of the Balkans is "the key to a durable peace." Refer students to the websites below to learn more about what rebuilding Kosovo and the rest of the Balkans would entail? What are the potential benefits and drawbacks associated with this initiative for both the Balkan nations and the international community? Do you agree with President Clinton's statement? Why/why not?

3. Have students conduct an online scavenger hunt to find the answers to the following questions: Why is the performance of developing countries increasingly important to the world economy? Which developing nations are of particular concern to the G-7 nations? Why? Why are heavily indebted developing countries a political and economic concern to industrialized nations? According to the video, third world nations and Russia will probably have to institute reforms before industrialized nations will agree to forgive arrears and provide aid. What type of reforms might these nations have to undergo? In your opinion, should developing nations and Russia be required to institute reforms to receive financial help? Explain.

LINKS:
http://cnn.com/US/9906/16/clinton.europe.01/
http://cnn.com/WORLD/asiapcf/9906/12/Japan-EconomicSummit.ap/
http://www.g8online.org/
http://www.g7.utoronto.ca/
http://www.library.utoronto.ca/search?NS-search-page=document&NS-rel-doc-name=/g7/88devel.htm&
http://www.gov.yu/facts/facts.html
http://www.nato.int/

EDITOR'S NOTE:
Kosovo
refugees
G-8 Summit
Russia
reforms
NATO

YOUR DAILY DESK

Editor's Desk : "Hair" Reopens

1. When did "Hair" first open on Broadway? Why did many theatergoers find it shocking? How long did "Hair" run on Broadway? Why do you think its appeal lasted so long?

2. What were some of the issues and events that theatergoers had on their minds in 1968? Have students work in groups to learn more about the political and social concerns of the 60s and share their findings. Discuss how art often reflects the mood of an era and how "Hair" accomplished that goal.

3. How might students today express the hopes and concerns of their generation? Challenge groups of students to use a form of art to express what is on the minds of their generation. Groups will want to consider drama, music, poetry or some other form of self-expression to convey their ideas. Allow groups to present their creative endeavors to the class.

LINKS:
http://www.stg.brown.edu/projects/1968/
http://www.stg.brown.edu/projects/1968/reference/timeline.html
http://www.lib.virginia.edu/exhibits/sixties/
http://www.imsa.edu/edu/socsci/jvictory/unit7_coldwar_vn/background/base_background.html
http://www.publiccom.com/14850/9407/coverstory.html

EDITOR'S NOTE:
Age of Aquarius
"Hair"
rebellion
Vietnam

WORLDVIEW

Taking Care of Business : China Investment

1. What happened to China's foreign direct investment last year? How does this compare with what is happening this year? Why are analysts predicting an even further decline?

2. What is the World Trade Organization (WTO)? Ask students to find out what the WTO is and its role in global commerce. Share student findings. Why do students think China is so interested in gaining membership to the WTO? How might membership in the WTO improve the outlook for international investment in China?

3. How do political events and economic circumstances impact international investment in a country? Assist students in searching for information on China's current political climate and its image among other nations. Discuss how charges of internal corruption, international espionage, human rights violations and the government's role in the economy could impact a corporation's willingness to invest capital in China.

LINKS:
http://www.wto.org/

http://www.wto.org/wto/about/about.htm
http://www.china-embassy.org/Press/wto.htm
http://www.econstrat.org/wtlardy.htm

Artistry in Action: Spiritual "Star Wars" : Artistry in Action: Spiritual "Star Wars"

1. Explain why some believe the "Star Wars" trilogy embodies the struggle between good and evil. What is "the force" in the "Star Wars" trilogy? How do you think different spiritual leaders would explain "the force"? What is "the dark side"? What other spiritual themes can be found in the "Star Wars" films?

2. What is metaphysics? According to the video, how does George Lucas introduce us to metaphysical principles in the "Star Wars" movies? How has he made the theater "the modern campfire"?

3. Some film critics claim that the most successful movies are the ones that employ universal themes, common threads or themes that cross cultures and generations. What are some universal themes that can be found in movies you have seen? Are any of these movies considered "classics"? Explain. Why do you think movies with universal themes are often critical and box office hits around the world?

4. Direct a small group of students to write a short story with a "good vs. evil" theme. However, instead of writing the story with a defined ending, have the group leave the story unfinished. Ask the group to read its story aloud. Give the other students ample time to consider the possibilities, then challenge them to write endings to complete the story. Share student writing. Were there differences in how the students chose to end the story? How do the students' conclusions give us insight into contemporary society's perceptions of good and evil? Discuss.

LINKS:
http://mrshowbiz.go.com/features/phantommenace/index.html
http://www.geocities.com/HotSprings/Villa/1579/movies.html
http://mally.stanford.edu/index.html

Sports Page : Sports Page

1. Who is Mohammed Daoud? What does he do for a living? Why are Afghans paying to watch him?

2. Who currently holds political power in Afghanistan? What is the Taleban? How has the Taleban's rule impacted everyday life in this country? Have students use the websites below and other resources to learn more about the impact of the Taleban on life in Afghanistan. Discuss how the Taleban rule has impacted the nation socially and economically.

LINKS:
http://www.odci.gov/cia/publications/factbook/af.html
http://www.afghan-government.com/
http://www.afghanistans.com/
http://travel.state.gov/afghanistan.html

Culture Watch : Miss Albania

1. What happened to Venera Mustafa two months ago? What province does she represent? Is this a province of Albania? Explain. Why do you think officials of the Miss Albania Pageant allowed Kosovo to be included in their contest?

2. How were signs of the conflict in Kosovo present throughout the Miss Albania Pageant? According to the contestants, what does it mean to them to have a winner from Kosovo? In spite of her success at the pageant, what is Ms. Mustafa's greatest wish right now?

3. Direct students to research and review the reasons for the Kosovo conflict and its current status. Share student findings in class discussion. Ask students: Do you think the representative of Kosovo should be recognized as the reigning Miss Albania in future international competitions? Why/why not?

LINKS:
http://www.albanian.com/main/countries/kosova/index.html
http://www.kosovo.com/
http://www.centraleurope.com/special/kosovow/intro.php3
http://www.odci.gov/cia/publications/factbook/al.html

EDITOR'S NOTE:
foreign direct investment
trilogy
theology
metaphysical
Kabul
Taleban
Albania

NEWSROOM CHRONICLE

Hollywood Armor : Hollywood Armor

1. What is an architectural blacksmith? Who is Tony Swatton? What type of unique service does Mr. Swatton provide? Why did Mr. Swatton choose to become a professional blacksmith? What are some examples of Mr. Swatton's work?

2. What skills and knowledge must an architectural blacksmith possess? Refer students to the last two websites below to learn more about the art and the history of blacksmithing. How has industrialization affected blacksmithing? Have students brainstorm a list of different products that were made by blacksmiths. Instruct each student to write a paper about one of these products. Have students identify the product's historical significance, how it was made, its purpose, and whether or not the product is in use today. If the product is not being used, explain why. If the product is still being used, how is it being manufactured?

LINKS:
http://home.san.rr.com/swordandstone/
http://www.abana.org/
http://www.handforged.com/blacksmithing.html
http://comptonsv3.web.aol.com/ceo99-cgi/article?'fastweb?getdoc+viewcomptons+A+1325+0++blacks

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Our World : College Angel

1. Who is Orel Lee Brown? What promise did Ms. Brown recently fulfill? Why did Ms. Brown offer to sponsor the kindergarten student's college education? How did Ms. Brown obtain the college scholarship funds?

2. In the video, a supporter of Ms. Brown states that "the greatest thing that Orel Brown or anyone can give is an education." Do you agree with the statement? Explain. In a region where forty-eight percent of the students do not graduate from high school, why do you think such a high percentage of Ms. Brown's students graduated on time? Why do you think kids drop out of school? Do you think education a right or a privilege? Explain.

3. Have students define the meaning of philanthropy, and explain the short and long term effects of Ms. Brown's philanthropic efforts. Next, have small groups of students refer to multimedia resources, including the links below, to prepare a presentation about a a philanthropic cause. Direct students to the efforts of a philanthropic individual, or a private, corporate or community foundation. Instruct each group to identify the nature of the philanthropic program, and its goals and objectives. Have students consider how the program enhances the lives of individuals and the community. Following the presentations, have students determine which programs have the greatest social impact.

LINKS:
http://www.pj.org/
http://www.pj.org/links.cfm
http://www.women-philanthropy.org/links.html
http://www.philanthropy.com/

EDITOR'S NOTE:
medieval
blacksmith
forge
college
philanthropy

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

June 21, 1999

Coming June 22: (Health Desk)-More than 1,000,000 children and adolescents suffer from disabling headaches.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 01:00... 02:15
Top Story ... 07:40... 09:55
-CNN NEWSROOM provides a chronology of the Kosovo conflict.
-Ethnic Albanians return to Kosovo after hiding for months in the mountains of central Kosovo.

YOUR DAILY DESK ... 01:00... 10:55
Environment Desk ... 02:30... 13:25
A new weapon is being used in the war against runaway Melaleuca tree growth in South Florida.

WORLDVIEW ... 01:00... 14:25
Now You Know: India's Tigers ... 02:30... 16:55
A program to compensate farmers for livestock loss is helping save Indian tigers.

Wild Kingdom ... 02:45... 19:40
Teachers: Please prescreen this story.
Airstrikes have had traumatic effects on animals at the Belgrade Zoo.

Look It Up: Sick Panda ... 02:25... 22:05
Hsing Hsing, the Washington Zoo's panda, is seriously ill.

Fast Fact ... 02:25... 24:30
Biologists and forestry officials close part of a national park to save endangered toads.

NEWSROOM CHRONICLE ... 00:30... 25:00
After the Bell: College Application ... 02:40... 27:40
Increasing competition among applicants has made getting into college more difficult.

CNN NEWSROOM CLOSE ... 00:20... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Kosovo Update

1. If your class is unfamiliar with the events of the Kosovo conflict, review the video and refer students to the websites below to answer the following questions:
    1. Where is Kosovo located?
    2. When was Kosovo granted autonomy within the Yugoslav Republic of Serbia?
    3. When and why did President Milosevic take away Kosovo's autonomy?
    4. What action triggered the standoff between the separatists in Kosovo and the Yugoslav government?
    5. How were ethnic Albanians affected by the conflict?
    6. What was Russia's stance and role during the conflict?
    7. Why did President Milosevic agree to withdraw Serb troops?
    8. What obstacles prevented swift implementation of the peace plan?
    9. What is the G-8 group?
    10. When and why did NATO end its airstrike campaign?
    11. Why are Serbian civilians fleeing Kosovo?

    Following discussion of these questions, help students create a timeline of the events surrounding the Kosovo conflict.

2. Why did ethnic Albanians flee to the central mountains of Kosovo? What strategies did the refugees use to survive? Who are the KLA? How did the KLA assist the refugees? How were ethnic Albanian children affected by the conflict? What problems are the Kosovar refugees' encountering upon their return to Kosovo? If you were a Kosovar refugee, how would you feel about returning to Kosovo? Would you be more or less likely to be peaceful? Explain. What obstacles do you think lie ahead for Kosovo's civilians?

3. What do you think about the peace agreement? Do you think it will hold? Why/why not? What should NATO and Russia's role be? Why do you think the KLA agreed to demilitarize? Do you agree with the KLA's decision? Why/why not?

LINKS:
http://cnn.com/WORLD/europe/9906/19/kosovo.03/
http://cnn.com/WORLD/europe/9906/20/kosovo.03/
http://cnn.com/interactive/specials/9906/kosovo.detailed.peace.plan/frameset.exclude.html
http://cnn.com/SPECIALS/1998/10/kosovo/related.sites/

EDITOR'S NOTE:
Kosovo
KLA
ethnic Albanians
NATO
Macedonia
Yugoslavia
refugee

YOUR DAILY DESK

Environment Desk : Melaleuca Weevil

1. From what country was the Melaleuca tree imported? What efforts were tried, prior to the weevil, to control the Melaleuca population growth? Why was the Melaleuca weevil chosen for this job? So far, is this population control experiment a success? Explain. How do spring wildfires help the Melaleuca tree spread its territory?

2. Why do you think the Melaleuca tree is such a problem for Southern Florida? Do you foresee any problems with introducing an insect from another continent into a new environment? Explain. What do you think might happen if the weevils become too numerous for the Melaleuca trees?

3. Have your students investigate other situations where one species is used to control the population of another. This process is called "classic biological control." Divide your class into small groups. Refer each group to multimedia resources, including the websites below, to find a current situation where classic biological control is in use. Have each group give an oral report that addresses the following questions about the use of classic biological control: Which animals or plants are involved? Where is the control taking place? How successful is the biological control? Are there any pleasant or unpleasant side effects occuring as a result of introducing the new plant or animal? After all groups have presented, as a class, compare the benefits and drawbacks of classic biological control to other forms of pest control.

LINKS:
http://www.ars.usda.gov/is/AR/archive/dec97/mela1297.htm
http://www.nysaes.cornell.edu/ent/biocontrol/weedfeeders/oxyops_vitiosa.html
http://aquat1.ifas.ufl.edu/mcplnt2a.html

EDITOR'S NOTE:
Melaleuca tree
Melaleuca weevil
larvae
entomologist

WORLDVIEW

Now You Know: India's Tigers : Now You Know: India's Tigers

1. Approximately how many Bengal Tigers existed at the beginning of this century? About how many exist today? How are Indian farmers a threat to many tigers? What kind of program has the World Wildlife Fund initiated to stop farmers from killing the tigers?

2. Why do you think the World Wildlife Fund's program has been so successful in stopping the poisoning of tigers? Can you think of any other similar situations involving endangered species where a monetary compensation program might work? Explain. Are there any drawbacks to such a program? Explain.

3. What other species of tiger exist and what is being done to protect or save them? Have students work in groups to research the plight of tigers and human efforts to save their species. Have each group report on its findings. Discuss reasons why tigers should be protected and how this can best be done.

LINKS:
http://www.panda.org/livingplanet/species/tigerfacts.htm
http://www.worldwildlife.org/tiger/bg_natrade.htm
http://www.panda.org/kids/quiz/tiger/qtigmain.htm#6

Wild Kingdom : Belgrade Zoo

1. Locate Belgrade on a world map. Until very recently, what has NATO been doing over Belgrade? According to the video, how has this action affected the animals? What is happening to many of

the young offspring of the animals?

2. Why are the animals at the Belgrade Zoo behaving this way? Have students locate a definition for the word "trauma." Discuss how trauma affects humans. Assist students in finding out how trauma caused by natural or human-made disaster affects animals. Have students search the Internet and other resources to learn more about the effects of trauma on animals. Then invite a local veterinarian to address the class on trauma and animals and what humans can do to reduce the unhealthy effects of stress on their pets.

LINKS:
http://channel1000.com/news/stories/news-970506-075337.html
http://animalchannel.net/international/travel6.html
http://www.wildcare.org.za/helpline/join.html

Look It Up: Sick Panda : Look It Up: Sick Panda

1. How old is Hsing Hsing? From what ailment is he suffering? Is this his final illness? Explain.

2. When did Hsing Hsing and his partner Ling Ling come to the U.S.? Who gave them to the U.S.? Why? How did Americans take to the pandas? What happened to Ling Ling? What have visitors to the Washington National Zoo observed about Hsing Hsing in recent months?

3. What are pandas and why are humans so fascinated with them? Assist students in conducting research to learn more about pandas. The websites below should be of interest. Have students share their findings and prepare a classroom resource or a website that offers information on the panda's habitat, characteristics and efforts to save the species.

LINKS:
http://www.wwfcanada.org/facts/panda.html
http://www.nature-net.com/bears/panda.html
http://www.si.edu/resource/faq/nmnh/panda.htm

Fast Fact : Toad Trackers

1. Where is the Angeles National Forest? What species of endangered toad lives there? Why are researchers strapping dime-sized transmitters on these creatures? What else have forestry officials done in an effort to protect the Arroyo Southwestern Toad?

2. Ask students: Do you think the forestry officials are doing the right thing by closing part of the park to humans? To what extent should authorities go to protect an endangered species? Challenge each student to prepare a position statement on behalf of either those who favor closing the park and protecting the Arroyo Southwestern Toad, or on behalf of those who oppose the park's closing. Have students deliver their position statements. Discuss whether a compromise can be reached between the two sides.

LINKS:
http://www.nwf.org/nwf/wildalive/toad/
http://www.fws.gov/r9endspp/r/fr94568.html

EDITOR'S NOTE:
Bengal Tiger
Worldwide Fund for Nature
amphibian

panda

NEWSROOM CHRONICLE

After the Bell: College Application : After the Bell: College Application

1. Why has it become increasingly difficult to get into college? Why are more people applying to colleges? How is the increasing competition among college applicants affecting high school students?

2. Do you plan to go to college? Why/why not? Why is the selection of a postsecondary school so important? Explain. How does the college selection process work? What does it mean to be "wait-listed"? What should a student do if they have been wait-listed?

3. Have students identify the differences between a college, university and a junior college. What are the Ivy League schools? What are the differences between and a non-Ivy League and an Ivy League school? Divide your class into five groups. Refer groups to the websites below to prepare a presentation about the admissions criteria for either Ivy League colleges, non-Ivy League colleges, private universities, state universities or junior colleges. Following the presentations, compare the differences between the schools' application criteria and application processes.

   EXTENSION: Invite your school's guidance counselor to meet with your students to educate them about what it takes to have a competitive edge over other college applicants.

LINKS:
http://www.collegeboard.org/
http://www.petersons.com/ugrad/
http://www.petersons.com/ugrad/studentadvice.html

EDITOR'S NOTE:
Ivy League
college admissions
wait-listed

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

June 22, 1999

Coming June 23: (Business Desk)-To succeed in today's business world professionals need to have command of formal social etiquette.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:15... 01:15

TODAY'S NEWS ... 01:15... 02:30
Top Story ... 04:55... 07:25
-The KLA solidifies ties with NATO by signing a disarmament agreement.
-An increasing number of refugees are returning to Kosovo.

YOUR DAILY DESK ... 01:00... 08:25
Health Desk: Pediatric Headaches ... 02:35... 11:00
Experts report that over 1,000,000 children and teens suffer from disabling headaches.

WORLDVIEW ... 01:00... 12:00
Inside Asia ... 03:15... 15:15
The Japanese public begins to recognize the wartime deeds of Chiune Sugihara.

Did You Know? ... 02:55... 18:10
Bangkok's government institutes a campaign to stop vehicle-related air pollution.

Check It Out: Japan's Cybersinger ... 03:20... 21:30
Diki, a cyberspace singer, is Japan's latest cultural ambassador to South Korea.

NEWSROOM CHRONICLE ... 01:00... 22:30
Democracy in America: Latino Vote ... 02:40... 25:10
U.S. presidential candidates court the Latino vote.

South Korea Students ... 02:35... 27:45
South Korean teenagers face tough educational challenges to secure a college education.

CNN NEWSROOM CLOSE ... 00:15... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Kosovo After the Strikes

1. What is the status of Yugoslavia's troops in Kosovo? Is President Clinton willing to help rebuild Kosovo? Explain. Do you agree with President Clinton's decision? Why/why not?

2. What is the KLA? What is the significance of the recent agreement between the KLA and NATO? How do the KLA and NATO's adgendas regarding Kosovo differ? Why do you think the KLA agreed to demilitarize? Do you agree with the KLA's decision? Why/why not? Do you think the KLA disarmament agreement will prevent further violence between political factions in Kosovo? Explain.

3. Why do you think so many refugees are returning to Kosovo, despite warnings that landmines threaten their safe return? What problems are the Kosovar refugees' encountering upon their return to Kosovo? What type of assistance is available to returning refugees? Is this aid sufficient? Why/why not? Do you think the refugees should wait several weeks before they return to Kosovo? Explain.

4. Share the following information with your class: "In what is being billed as the 'Marshall Plan for the Balkans,' several Western donor nations, Russia and southeast European countries have agreed to a 'stability pact' to help rebuild the region in the aftermath of the conflicts in former Yugoslavia. The World Bank has suggested that it could take up to $100 billion to do the job. European Union officials have suggested a figure of about $30 billion." Next, have groups of students refer to online resources, including the websites below, to compare and contrast the aftermath of WWII in Europe to the current situation in the Balkans. Then, have students research the history and impact of the Marshall Plan. What were the political and economic benefits and drawbacks of the Marshall Plan? As a class, discuss whether or not the international community should help rebuild the Balkan region.

LINKS:
http://www.albanian.com/main/countries/kosova/
http://www.alb-net.com/kcc/062199e.htm#a
http://cnn.com/WORLD/europe/9906/20/kosovo.03/
http://cnn.com/WORLD/europe/9906/21/kosovo.03/
http://cnn.com/interactive/specials/9906/kosovo.detailed.peace.plan/frameset.exclude.html
http://cnn.com/SPECIALS/1998/10/kosovo/stories/whats.next/
http://www.nara.gov/exhall/featured-document/marshall/marshall.html
http://lcweb.loc.gov/exhibits/marshall/m41.html

EDITOR'S NOTE:
KLA
autonomous
independence
Slobodan Milosevic
Kosovo
guerilla war
KFOR

YOUR DAILY DESK

Health Desk: Pediatric Headaches : Health Desk: Pediatric Headaches

1. How many children and teens suffer from disabling headaches? What are the three categories of headaches? What causes headaches? What is the most common type of disabling headache among kids? What are the symptoms of a migraine headache? What is the most effective approach for treating disabling headaches? Have you ever experienced a disabling headache? If so, what was it

like? How did you manage your symptoms?

2. Experts suggest that a multidisciplinary approach be taken to effectively treat migraine and chronic, stress related headaches. Divide class into three groups. Refer groups to the websites below to prepare a presentation about how nurse practitioners address lifestyle issues, how social workers address stress issues, and how nutritionists address nutritional triggers. Following the presentations, discuss how these three treatment approaches are interconnected.

3. Have students prepare a brochure to educate parents about the causes and symptoms of headaches. Students can refer too the websites below to compile a list of questions that parents can use to assess the nature of their child's headache and the best course of intervention. Disseminate brochures to parents.

LINKS:
http://www.headaches.org/type.html#index
http://www.achenet.org/default.htm
http://www.achenet.org/pediat/under.html
http://www.mayohealth.org/mayo/9903/htm/chronich.htm
http://www.mayohealth.org/mayo/9811/htm/wa_migraines.htm
http://kidshealth.org/parent/healthy/headache.html

EDITOR'S NOTE:
headaches
migraine
neurology
multidisciplinary approach
nutritional triggers

WORLDVIEW

Inside Asia : Japan Unknown Hero

1. What position did Chiune Sugihara hold during WWII? What did Mr. Sugihara do that saved the lives of thousands of Lithuanian Jews? Why did Mr. Sugihara save these people? How did the Japanese government treat Mr. Sugihara upon his return to Japan? Why?

2. Have students refer to the websites listed below to learn more about the history of the Jews during WWII and Mr. Sugihara. Ask students: What lessons can be learned from Mr. Sugihara's actions? Why do you think more people didn't try to stop the atrocities that occurred during WWII?

3. Group students. Have each group research the history and significance of the U.N. Universal Declaration of Human Rights. Direct each group to select an area in the world where human rights are being violated. Next, have each group identify how these nations are violating the articles of Declaration of Human Rights. What action is being taken by the international community to address these issues? After each group has presented its findings, discuss what else can or should be done to stop the violations.

LINKS:
http://members.aol.com/nyrules9/sugihara.html
http://www.jewishculture.org/jewishmuseums/sugi.htm
http://home.snap.com/main/channel/item/0,4,-9375,00.html
http://www.unhchr.ch/
http://www.hrw.org/

Did You Know? : Bangkok Pollution

1. What factors are causing Bangkok's growing air pollution problem? How is air pollution affecting the citizens of Bangkok? What are the governments of Thailand and of the city of Bangkok doing to address this problem?

2. Have students refer to the websites listed below to learn more about how vehicle emissions affect the environment and the health problems caused by air pollution. Ask: Do you think the vehicle emissions checks will resolve the air pollution problem in Bangkok? Why/why not? What might happen if Bangkok does not diminish or resolve its air pollution problem?

3. Group students. Have each group select an industrial nation and investigate how its government deals with the issue of vehicle-related air pollution. Have each group present its findings. Direct each group to pretend it is an environmental consulting firm that has been hired to help the Bangkok government improve its air pollution campaign. Have each group prepare a letter to the government of Bangkok proposing strategies to enhance the government's air pollution cleanup campaign.

LINKS:
http://www.nectec.or.th/WWW-VL-Thailand.html
http://cnn.com/EARTH/9610/23/thailand.dirty.air/index.html
http://www.epa.gov/OMSWWW/omshome.htm

Check It Out: Japan's Cybersinger : Check It Out: Japan's Cybersinger

1. Who or what is Diki? Why did South Korea have a ban on Japanese culture? When did the South Korean government lift this ban? What aspects of Japanese culture is Diki introducing to Japan?

2. Refer your students to archival resources, texts, and the websites below to learn more about South Korea and Japan, and the history of Japan's occupation of South Korea. Have groups of students research and discuss the following questions:
    1. What is colonial rule?
    2. Why did Japan occupy South Korea from 1910-1945? How did South Korea's culture suffer as a result of Japan's occupation? What impact did the Japanese occupation have on South Korea's infrastructure?
    3. Why do you think, after so many years, Japan apologized to South Korea for its 35 years of colonial rule? Do ethnic tensions continue to exist between the Japanese and Koreans?
    4. How do you think South Koreans feel about the introduction of Japanese culture into their country? Why?

    Following the group discussions, have each student write a position paper about whether or not lifting the cultural ban will enhance relations between Japan and South Korea.

LINKS:
http://cnn.com/WORLD/asiapcf/9810/08/korea.japan.01/
http://www.gcc.go.kr/ehtm/ushome.html
http://www.sorifu.go.jp/english/index.html
http://www.homeusers.prestel.co.uk/simonides/links/wars/korea/korea-events.html

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EDITOR'S NOTE:
WWII
visas
restructuring

infrastructure
colonial rule
South Korea
Japan

NEWSROOM CHRONICLE

Democracy in America: Latino Vote : Democracy in America: Latino Vote

1. Why are U.S. presidential candidates Vice President Al Gore and Governor George W. Bush campaigning extensively in Spanish? What is a "swing vote"? How did Latino voters influence the 1998 elections? How do some Latinos feel about the candidates campaigning extensively in Spanish to influence Latino voters?

2. What is a legislative platform? The League of United Latin American Citizens (LULAC) is the nation's largest and oldest Hispanic civil rights organization. Refer small groups of students to the first website below to prepare a presentation about one of the LULAC's 1998 legislative platforms. LULAC's platform topics include: Affirmative action, census, civil rights, education, English plus, immigration, presidential appointments, Puerto Rico self determination, and voter rights. How might these legislative initiatives improve the quality of life for Hispanics? Have groups discuss whether or not they believe each of the LULAC's agenda issues is a partisan issue. Instruct students to cite examples to support their opinions.

3. Refer students to the Hispanic Congressional Scorecard at the second website below to identify how their congressional representative voted on specific issues. Have students assume that there will be a hypothetical increase in your district's Hispanic population during the next year. Based on your congressional representative's scorecard, could your representative win reelection? Explain.

LINKS:
http://www.lulac.org/
http://www.lulac.org/NHLA.html
http://naleo.org/
http://www.utexas.edu/ftp/coc/kut/latinousa/LUSATEXTONLY/ABOUTTO.html

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South Korea Students : South Korea Students

1. What is the "rat-race"? Why does the South Korean youth have less confidence in their society's future than in their U.S. and Chinese counterparts? What type of educational challenges must South Korean teenagers deal with to secure a college education?

2. What are the benefits and drawbacks of South Korea's high school system? Do you think academic pressures affect South Korean students? If so, how? How do you think you would fare as a student enrolled in a South Korean high school? Explain.

3. Divide your class into three groups. Refer each group to multimedia resources, including the websites below, to prepare a presentation about the structure of the educational systems in either South Korea, China or the U.S. Compare and contrast the similarities and differences between these educational systems and their educational philosophies. What social and cultural values do these educational systems promote? Which educational system do you think is the best? Why? Should South Korea modify its educational system to meet the needs of the nation's changing economy and employment opportunities? Explain.

LINKS:

http://www.sh.com/china/edu/chedu.htm
http://www.gcc.go.kr/ehtm/ushome.html
http://www.oneworld.org/ips2/aug98/04_03_005.html
http://www.ed.gov/pubs/USCaseStudy/chapter1.html

EDITOR'S NOTE:
swing vote
Latino constituency
entrance exam
South Korea
job security

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

June 23, 1999

Coming June 24: (Science Desk) - New military jets that are equipped with color cockpit displays threaten to jeopardize a pilot's safety.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:00... 01:00

TODAY'S NEWS ... 01:00... 02:00
Top Story ... 05:30... 07:30
-President Clinton visits with Kosovar refugees at the Stankovec Refugee Camp.
-Opposition parties hope to undermine support for President Milosevic by capitalizing on the disillusionment of Serb refugees.

YOUR DAILY DESK ... 01:00... 08:30
Business Desk ... 03:40... 12:10
Casual Fridays may be popular, but etiquette still counts in business.

WORLDVIEW ... 01:00... 13:10
Top of the World ... 05:35... 18:45
A doctor who volunteered to help in Kosovo gives a video perspective of life in a refugee camp.

Taking Care of Business ... 02:50... 21:35
Iraq's leaders say their new dam is proof that economic sanctions will not stop development.

Where in the World? ... 02:05... 23:40
Chicago aims, once again, to be the home of the world's tallest building.

NEWSROOM CHRONICLE ... 01:00... 24:40
After the Bell: College Application ... 02:40... 27:20
Increasing competition among applicants has made getting into college more difficult.

CNN NEWSROOM CLOSE ... 00:40... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Kosovo After the Strikes

1. Why did President Clinton visit the Stankovec Refugee Camp in Macedonia? How did the refugees respond to President Clinton? Why do you think so many refugees are returning to

Kosovo, despite warnings that landmines threaten to jeopardize their safe return?

2. Why did President Clinton urge the refugees to "leave behind any hatred and thoughts of vengeance" before returning to Kosovo. Do you think this is possible? Why/why not? If you were a Kosovar refugee, how would you feel about returning to Kosovo? In your opinion, can peace be maintained while the Kosovo province is rebuilt? Explain.

3. Why has President Milosevic been referred to as "one of the world's last dictators?" Do you think President Milosevic's personal and professional experiences have influenced his role as a political leader? Explain. Opponents of President Milosevic maintain that he "is a master at manipulating nationalistic concerns to suit his own purposes." What is the meaning of this statement? Do you agree or disagree? Refer students to the websites below to obtain examples to support their opinions. Should President Milosevic be indicted as a war criminal? Why/why not?

4. Why are Serbs fleeing Kosovo? Why are Serb refugees from Kosovo not allowed to continue their travels to Belgrade and other cities? According to a Yugoslav government official, "NATO would be held accountable for...the ethnic cleansing of Serbs if peacekeepers were unable to protect them." Do you agree with this statement? Explain. Should the international community assist Serb refugees? Why/why not? How might Slobodan Milosevic's presidency be affected if the Yugoslav Parliament lifts the official state of war?

5. Have students refer to the last website below to examine the Constitution of the Republic of Serbia. Instruct small groups of students to review the provisions of the Serbian Constitution to determine whether modifications need to be made to support an autonomous Kosovo province. Next, direct groups of students to compare and contrast the Serbian Constitution to the constitution of a NATO member nation. Have groups share their findings and discuss.

LINKS:
http://cnn.com/WORLD/europe/9906/22/clinton.05/
http://cnn.com/SPECIALS/1998/10/kosovo/
http://www.gov.yu/facts/facts.html
http://cnn.com/SPECIALS/1998/10/kosovo/stories/milosevic.profile/
http://www.nato.int/
http://www.serbia-info.com/
http://www.serbia-info.com/facts/constitution.html

EDITOR'S NOTE:
ethnic cleansing
KLA
NATO
refugees
Slobodan Milosevic
communist
constitution

YOUR DAILY DESK

Business Desk : Mind Your Manners

1. Who is Judith Re? What kind of service does she offer that helps businesses? What is "etiquette"? Do you think etiquette is still important in social situations today? Explain. According to the video, is it important in business? Why?

2. According to Ms. Re, what should a businessperson do if he/she forgets a person's name? Should cell phones be left on during meetings? Explain. Why do you think Ms. Re teaches businesspeople about table settings and dinner manners? Give an example of how this kind of knowledge might give a person an advantage in a business setting.

3. Different cultures often present challenges to international businesspeople. Divide your class into groups and have each choose one country in which to "do business." Have group members research the unique customs and etiquette associated with doing business in that country and present their findings. Combine their international business tips into a resource entitled "What International Businesspeople Need to Know" and ask your school's business or marketing club to help distribute it locally.

4. Divide the class into groups. Have each choose one of the following scenarios, research its proper resolution, and present a roleplay of the situation and resolution to the class:
    1. You're at an important meeting and you just realized you forgot to turn off your cell phone. As you remember, the phone rings.
    2. You are meeting with an important client and another important client shows up, telling your assistant he needs to meet with you immediately.
    3. You sent an important customer a ham for the holidays, and just found out she is a vegetarian.
    4. You mispronounce a co-worker's last name in an introductory speech.
    5. You hire a consultant in business etiquette to explain to you (and to the class) the table setting at a formal dinner.

LINKS:
http://www.pbrg.com/bizett.html
http://www2.eos.net/atease/
http://www.etiquetteintl.com/articles.htm

EDITOR'S NOTE:
etiquette

WORLDVIEW

Top of the World : Kosovo Video Diary

1. Who is Drew Fuller? What did he decide to do to help those in need in Kosovo? What did he know about Kosovo before he volunteered to practice medicine there? How did he chronicle his experience?

2. What were some of Dr. Fuller's experiences at the refugee camp? What are some reasons why the refugees go to see him? Describe what Dr. Fuller saw when he accompanied a team of workers to the village of Lhane. According to Dr. Fuller, what was the most beautiful part of his experience in the Balkans?

3. Doctors of the World and Doctors Without Borders are two medical humanitarian groups whose members have given their time and skills in the Balkans. Have students consult the websites below to learn more about the experiences of the medical professionals who have worked in Kosovar refugee camps. Share students' impressions of these accounts and the emotions the doctors likely experienced in their missions. Ask students who have served as volunteers to describe their experiences and what they get from donating their time and energy as they help others.

LINKS:
http://www.doctorsoftheworld.org/home.html
http://www.dwb.org/index.htm
http://www.doctorswithoutborders.org/reports/kosovo.htm

Taking Care of Business : Iraq Dam

1. Why are Iraq's leaders showing off their newest dam to the media and diplomats? What message do you think they are trying to convey? According to Iraqi officials, with what materials and equipment is the dam being built? How did international visitors respond to their tour of the dam? Where do you think Iraq secured the $10 million needed to build the dam?

2. According to the Ministry of Irrigation, how will this dam help the people of Iraq? In general, do dams improve the quality of life? Have students work in groups to learn more about dams and what they do. Share group findings in class discussion. Does dam construction ever result in environmental, social or economic problems? Do students think the newest dam in Iraq will benefit its people? Discuss.

3. What is the source of the economic sanctions that have been imposed on Iraq? Who imposed them? Assist students in consulting online and other resources to learn more about these sanctions. What is the United States' position on the possible lifting of these sanctions? If Iraq is unable to export to raise revenue, how might the country have raised the money to build its newest dam?

LINKS:
http://www.irn.org/programs/review/review.html
http://www.irn.org/basics/dams.html
http://www.arabicnews.com/ansub/Daily/Day/980424/1998042437.html

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Where in the World? : Tallest Building

1. Has Chicago always been home to the world's tallest building? Which city had the tallest building in the 1930s? Where is the world's tallest building today? Which building in Chicago was once the world's tallest?

2. Why do you think Chicago wants to be home to the tallest building? How tall will the proposed building be? What is European American, the building's developer, doing to attract the media? What is the price tag for the new structure? Why are some people skeptical that the building will ever become a reality?

3. What is the world's longest bridge? The largest office building? The longest tunnel? Divide students into groups and challenge each group to locate information about one super-structure anywhere in the world. Have each group present its information on poster board, in visual "Believe It or Not!" style. Groups should present information about the structure's dimensions, cost of construction, and other interesting facts along with an illustration of the structure. Post the groups' creations around the classroom.

LINKS:
http://www.dcircle.com/wtb/96/tall20.html
http://www.worldstallest.com/
http://www.acay.com.au/~robyeoh/highrise.html

EDITOR'S NOTE:

embargo
Empire State Building
Petronas Twin Towers

NEWSROOM CHRONICLE

After the Bell: College Application : After the Bell: College Application

1. Why has it become increasingly difficult to get into college? Why are more people applying to colleges? How is the increasing competition among college applicants affecting high school students?

2. Do you plan to go to college? Why/why not? Why is the selection of a postsecondary school so important? Explain. How does the college selection process work? What does it mean to be "wait-listed"? What should a student do if they have been wait-listed?

3. Have students identify the differences between a college, university and a junior college. What are the Ivy League schools? What are the differences between and a non-Ivy League and an Ivy League school? Divide your class into five groups. Refer groups to the websites below to prepare a presentation about the admissions criteria for either Ivy League colleges, non-Ivy League colleges, private universities, state universities or junior colleges. Following the presentations, compare the differences between the schools' application criteria and application processes.

   EXTENSION: Invite your school's guidance counselor to meet with your students to educate them about what it takes to have a competitive edge over other college applicants.

LINKS:
http://www.collegeboard.org/
http://www.petersons.com/ugrad/
http://www.petersons.com/ugrad/studentadvice.html

EDITOR'S NOTE:
Ivy League
college admissions
wait-listed

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

June 24, 1999

In tomorrow's Editor's Desk: Station identification logos on the TV screen have become part of the television landscape.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:40... 01:40

TODAY'S NEWS ... 01:15... 02:55
Top Story ... 03:35... 06:30
Teachers: We recommend that you preview today's Top Story.
-Investigators gather evidence of war crimes in Kosovo.
-Kosovar Serbs claim that KFOR troops are not protecting them.

YOUR DAILY DESK ... 00:45... 07:15
Science Desk ... 03:40... 10:55
The Air Force is investigating how g-forces affect a pilot's ability to see different colors.

WORLDVIEW ... 00:20... 11:15
Inside Africa ... 03:50... 15:05
The film "Forgotten" tells the story of women who married ANC exiles during the apartheid era.

Taking Care of Business ... 03:15... 18:20
Hong Kong's government cracks down on the piracy of intellectual property.

Culture Watch ... 02:50... 21:10
Iraq's government subsidizes the weddings of couples who cannot afford to get married.

NEWSROOM CHRONICLE ... 00:50... 22:00
After the Bell: College Pagers ... 02:40... 24:40
One college has a hi-tech way of keeping in touch with its freshmen.

Skateboard Science ... 02:20... 27:00
To sidewalk surfers it's a skateboard, but to one scientist it's a great tool for teaching physics.

CNN NEWSROOM CLOSE ... 01:00... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Kosovo: After the Strikes

1. What evidence is there that ethnic tensions still exist in Kosovo? Why are international investigators gathering evidence there? What are they finding as they examine the events of the past several months? Who is Robin Cook? Why is he in Kosovo? What promise did he make to families of the victims of ethnic cleansing?

2. What are some Serbs experiencing as ethnic Albanians return to the province of Kosovo? What is the KLA? What did the KLA agree to do as part of the peace process? According to the Serbs who live in this village, has the KLA laid down its arms? Explain. How have KLA leaders reacted to charges that they are torturing Serbs?

3. Review the mission of KFOR. Discuss the Serbian charge being that KFOR is not protecting them from angry ethnic Albanians seeking revenge. How did the KFOR commander react to this charge? Do students believe this accusation? Why/why not? If the accusations prove to be true, what do students think KFOR should do to guarantee the safety of all citizens of Kosovo?

4. Upon seeing the evidence of the atrocities that have occurred, British Foreign Secretary Robin Cook told the media, "We're not going away. Those charges against Slobodan Milosevic do not expire with time." Ask students to recall the charges to which Mr. Cook is referring. Generate a class discussion about the issue of war crimes and the formal charges against Mr. Milosevic. Direct students to search online and other resources to learn more about charges brought against Mr. Milosevic and others in the Balkans crisis. Share student findings. Discuss how the team of international investigators will be able to determine who is responsible for the atrocities in Kosovo.

LINKS:
http://cnn.com/WORLD/europe/9906/23/kosovo.marines.03/
http://www.nato.int/kosovo/jnt-grdn.htm
http://www.wcw.org/

EDITOR'S NOTE:
Kosovo Liberation Army
Orthodox
Muslim
KFOR

YOUR DAILY DESK

Science Desk : Colors at High G's

1. What happens to bloodflow to the human brain under high g-forces? How does this affect a pilot's ability to recognize different colors? How are the color recognition tests being conducted? How will this research benefit future cockpit displays? Why is this research important to the Air Force?

2. In general, are most people able to see the required cockpit colors while exposed to high g-forces? Explain. What happens to the vividness of the colors? Which colors are more easily seen? Why do you think engineers are trying to find out how dim their displays can become before affecting pilot color recognition? In the human eye, rods are responsible for light sensitivity, while cones are used to distinguish colors. Which do you think are more affected by the reduced blood supply to the brain? Explain.

3. Investigate color perception in the eye by conducting the following experiment:
    1. Color six to eight index cards with markers. The colors should cover a broad color range of

lighter and darker colors.
2. Cut each card in half.
3. Have two students hold like-colored cards at a 45 degree angle, three feet from the student being tested. Ask the student being tested to identify the color of the two cards.
4. Retest the same student under differing light conditions, ranging from bright light to near darkness.

Discuss: Does the amount of light alter the ability to identify colors? Which colors are most affected? If the bloodflow reduction affects rods (light) more than cones (colors), use what students learned from this experiment to predict which colors pilots would have trouble seeing while traveling at high g's.

LINKS:
http://www.sae.honeywell.com/dasrel.html#f16-99
http://www.flug-revue.rotor.com/FRheft/FRH9705/FR9705n.htm
http://www.aopa.com.au/aviation/colourvision.html

EDITOR'S NOTE:
g-forces
centrifuge
gravitational pull
vivid
contrast

WORLDVIEW

Inside Africa : Kenya Exiled Women

1. What is the African National Congress (ANC)? What were the goals of the ANC freedom fighters? What is the subject of the film "Forgotten"? Why has it been difficult for the film's producers to secure funding for the film?

2. Why do you think some people feel that the "forgotten women of apartheid" are heroes? Do you agree? Explain. In your opinion, why did the ANC exiles leave their wives and children behind when they returned to South Africa? Do you think this film would appeal to audiences outside of Africa? Why/why not?

3. Have students share what they know about the history of apartheid in South Africa. Direct students to multimedia resources, including the websites below, to learn more about era of apartheid, the ANC, and the role of women in South Africa. Inform students that during the period of apartheid "the goal of the ANC was to establish a nonracial alliance to end apartheid and create a nonracial democracy." As a class, discuss whether or not the role of women in South Africa reflects and promotes democratic principles. Do students think the South African government should help the abandoned ANC wives and their children? Why/why not?

LINKS:
http://www.learner.org/exhibits/southafrica/
http://www.learner.org/exhibits/southafrica/resources.html
http://cnn.com/interactive/specials/9905/safrica.profile/timeline/frameset.exclude.html
http://www.wacsf.org/library/readings/south.htm

Taking Care of Business : Hong Kong Piracy

1. What is intellectual property? What is piracy? How is intellectual property piracy affecting Hong Kong's entertainment industry? What percentage of Hong Kong's business software is bootlegged? What measures has the Chinese government taken to stop piracy within the entertainment industry? Do you think these proposed new laws will be effective? Why/why not? Do you think intellectual property rights are a domestic or an international issue? Explain.

2. Refer students to the last two websites below to learn more about the the impact of piracy in China. Group students.
    1. Have each group report on the piracy of either music, software, videos, or movies. Instruct groups to identify the extent of the piracy, its economic impact, and how reducing piracy levels would affect Hong Kong's rate of unemployment and its economy.
    2. Following the presentations, refer students to the last website to learn about the 1995 accord between the U.S. and China to end piracy within China's entertainment industry.
    3. Have students determine whether the accord has been effective.
    4. Challenge students to consider how piracy of intellectual property in China has affected the international community.

LINKS:
http://roscoe.law.harvard.edu/courses/techseminar96/course/sessions/internationalcopyright/piracy.html
http://cnnfn.com/hotstories/bizbuzz/9809/08/hkpiracy_pkg/index.htm
http://cnnfn.com/digitaljam/newsbytes/113500.html#TOP
http://cnnfn.com/digitaljam/newsbytes/118258.html
http://www.bsa.org/
http://www.bsa.org/hongkong/statistics/
http://www.iipa.com/index.html
http://roscoe.law.harvard.edu/courses/techseminar96/course/sessions/internationalcopyright/nyt22795.ht

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Culture Watch : Iraq Wedding

1. What are the costs associated with an Iraqi wedding? Who is Saddam Hussein? Why do you think Saddam Hussein ordered the Iraqi government to pay the cost of marriage for Iraqi couples?

2. Refer students to the websites below to learn more about Iraq's culture, religions, social customs and familial roles. Have students address the following questions as they pertain to Iraq: What is the definition and purpose of marriage? What is the religious significance of marriage? What are the roles of the husband and wife? Next, have students discuss how marriage in Iraq differs from marriage in other cultures. Conclude by asking students: Do you think governments should subsidize marriages? Why/why not?

LINKS:
http://www.arab.net/iraq/iraq_contents.html
http://www.middleeastnews.com/Iraq.html
http://www.soundvision.com/islamicinfo/marriage.shtml
http://www.arab.net/uae/govt/ue_womenfederation.html

EDITOR'S NOTE:
African National Congress
apartheid
exile
Hong Kong
intellectual property
piracy
Iraq

marriage

NEWSROOM CHRONICLE

After the Bell: College Pagers : After the Bell: College Pagers

1. How is Loyola Marymount University "electronically tethered" to its freshmen? What kinds of information is sent via pager text to the students? How are the pagers of benefit to parents? Do you think the pager system is a good idea? Why/why not?

2. Incoming freshmen often have a high level of anxiety about their new surroundings, classes, and other concerns. As a class, make a list of issues incoming freshmen would be considering as they embark on their first college year. Then invite a counselor from your school's guidance department to explain how colleges try to alleviate those concerns and what students can expect as they begin their college experience.

LINKS:
http://www.seattletimes.com/extra/browse/html97/altfres_011397.html
http://www.orb-bit.com/demo/uk_demo/newhome/submain/textonly/freshmen_view_text.html
http://ucollege.ilstu.edu/uc/_vti_bin/shtml.exe/services.htm/map1

Skateboard Science : Skateboard Science

1. According to Paul Doherty, how does a skateboarder's leap illustrate physics? Explain how momentum, inertia and friction all play a role in the skateboarder's jump. Why do you think the educators at the Exploratorium chose skateboarding to illustrate some basic principles of physics? Do you think this approach to physics is an effective one for students? Explain.

2. Inform students that principles of physics are evident all around us in our daily lives. Divide the class into groups, and challenge each group of students to find an example of any activity that illustrates principles of physics. Groups may want to consider, for example, sports, amusement park rides, or cooking. Direct each group to present the physics exhibited in the chosen activity by labeled illustration, diagram, video, or demonstration.

LINKS:
http://physicsweb.org/TIPTOP/
http://hermes.astro.washington.edu/faq/physics/index.html
http://www.libs.uga.edu/science/physics.html

EDITOR'S NOTE:
registration
school orientation
momentum
inertia
friction
physics

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

June 25, 1999

In Monday's Environment Desk: The fox population on the Channel Island of San Miguel faces extinction.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:00... 01:00

TODAY'S NEWS ... 01:00... 02:00
Top Story ... 02:05... 04:05
To better understand the evolution of the universe, NASA launches the FUSE telescope.

In the Headlines ... 06:05... 10:10
YUGOSLAVIA LIFTS STATE OF WAR

YOUR DAILY DESK ... 01:00... 11:10
Editor's Desk ... 03:20... 14:30
Station bugs identify TV channels but may "bug" some viewers.

WORLDVIEW ... 01:00... 15:30
World Leaders ... 02:25... 17:55
As King Abdullah is crowned, his country, Jordan, faces major economic problems.

Taking Care of Business ... 02:25... 20:20
The Japanese stock market is recovering, but unemployment remains high.

Inside Europe ... 02:25... 22:45
Pope John Paul II tells Poles not to forget the poor in their country.

Where in the World? ... 02:40... 25:25
China's government imposes new laws to protect trees.

NEWSROOM CHRONICLE ... 00:20... 25:45
Failing Fine Arts ... 01:45... 27:30
Critics maintain that fine arts education in the U.S. public schools is lacking.

CNN NEWSROOM CLOSE ... 00:30... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Big Bang Bound

1. What is the goal of the Far Ultraviolet Spectroscopic Explorer (FUSE) telescope? What is the Big Bang theory? What is deuterium? How will scientists use deuterium to explain the Big Bang theory?

2. Why do you think some people believe in the Big Bang theory, while others do not? What information do you think will be necessary to substantiate the Big Bang theory? Why do you think scientists feel it is important to understand the origin of the universe?

3. Divide class into four groups. Have each group refer to multimedia resources to prepare a presentation about one of the following topics related to the FUSE mission:
    1. The meaning of the terms used in the acronym FUSE (Far Ultraviolet Spectroscopic Explorer), and why these terms were chosen as the title for the telescope.
    2. The differences between the Hubble Space Telescope and the FUSE telescope.
    3. The origin of the Big Bang theory.
    4. Why spectroscopy is important for understanding the origin of the universe.

    Instruct groups to share their information and discuss.

4. Have students refer to the third website on a regular basis to monitor the status of the FUSE mission. Each week have a different student deliver a report to the class about the progress of the FUSE mission.

LINKS:
http://cnn.com/TECH/space/9906/24/fuse.launch.02/
http://fuse.pha.jhu.edu/
http://fuse.pha.jhu.edu/index.shtml
http://fuse.pha.jhu.edu/outreach/
http://spacescience.nasa.gov/

In the Headlines : In the Headlines

1. How much money is the U.S. offering for information leading to the arrest or conviction of indicted war criminals? Do you agree with this U.S. policy? Why/why not? Do you think it will be effective? Explain.

2. What is the role of the International War Crimes Tribunal? Which five Yugoslav officials were recently indicted by the tribunal? Why are these indictments politically significant? Why are NATO nations investigating President Milosevic? How have Yugoslav authorities responded to the indictments? Who is Radovan Karadzic? Why is he considered a war criminal?

3. What is the difference between an investigation and a political tribunal? What evidence do you think would be needed to convict an alleged war criminal? Do you think President Milosevic should be tried as a war criminal? Why/why not? Why do Serb refugees pose a potential threat to President Milosevic? According to the video, "there is no (internal) political force strong enough to drive Milosevic from office before he's ready." Why do you think President Milosevic is able to maintain this level of control? Do you think President Milosevic should resign? Explain?

4. Review the video with your class. Inform students that though the Yugoslav government has lifted the state of war, "daunting problems lie ahead" for the nation as it enters its period of post-war recovery. As a class, have students identify the potential problems facing Yugoslavia. Group students. Have group refer to multimedia resources to prepare strategies for dealing with each of these issues. Have groups present their ideas and discuss.

LINKS:
http://cnn.com/WORLD/europe/9906/24/kosovo.03/

http://cnn.com/WORLD/europe/9906/24/us.kosovo.warcrimes/
http://cnn.com/ALLPOLITICS/time/1999/06/14/milosevic.html
http://www.un.org/icty/
http://www.gov.yu/facts/facts.html
http://www.igc.apc.org/wcw/
http://www.csmonitor.com/durable/1999/04/19/fp1s2-csm.shtml

EDITOR'S NOTE:
FUSE
chemical fossils
deuterium
isotope
crimes against humanity
Radovan Karadzic
NATO
KLA

YOUR DAILY DESK

Editor's Desk : TV Bugs

1. According to the story, what is a "bug"? What is its purpose? What point of view does the story seem to have about TV bugs? Do you agree or disagree with this opinion? Explain.

2. Do you tend to notice the bugs on TV? Which ones come to your mind? Are there any that you particularly like or dislike? Do they distract you from the show you are trying to watch? Why do you think that the CNN bug has changed from the one used in the 1980s?

3. In the video we hear a speaker say, "We're a logo nation." What do you think this means? Name logos that are popular with students. How powerful and persuasive are these logos? What are the implications of living in a logo-filled society?

4. Have students identify and log all of the logos and short slogans they are exposed to in one day. Types of logos and slogans include designer labels, radio slogans, advertising slogans, bumper stickers, buttons, TV bugs, and CD labels. Next, direct students to write brief essays in which they consider how people are affected by daily exposure to logos and slogans. After students have shared their essays, debate the advantages and potential negative effects of being exposed to so many logos.

LINKS:
http://colossus.net/nologo.html
http://tvguides.ncl.ac.uk/logos/
http://www.meldrum.co.uk/mhp/testcard/around_world.html

EDITOR'S NOTE:
bug
network
logo
infestation

WORLDVIEW

World Leaders : World Leaders

1. Who is King Abdullah, and why is he in the news? Where is Jordan? What is the chief problem facing King Abdullah and his country? Why do you think that "growing tomatoes" won't improve Jordan's economy? What approach for an improved economy is mentioned in this story?

2. What similarities do you find when comparing the transition of leadership in this story to government occasions and situations in the United States? In what ways are the elements different?

3. To better understand the significance of this story, have students refer to multimedia resources to learn more about one of the following: The history, economy, or politics of Jordan; the Hashemites; or Abdullah's father, King Hussein. Compile your findings into a resource on Jordan for your classroom.

LINKS:
http://cnn.com/WORLD/meast/9906/09/jordan.king/
http://cnn.com/WORLD/meast/9906/09/PM-Jordan-ThroneDay.ap/
http://www.pbs.org/newshour/bb/middle_east/jan-june99/hussein_index.html
http://mideastinfo.com/jordan.htm
http://www.kinghussein.gov.jo/hashemites.html

Taking Care of Business : Japan Is It Over?

1. What has happened in the Japanese economy? What steps are being taken to improve the economy?

2. Why is Japanese finance an important news story? Do you think the economics of one country can affect the economics of another country? Explain. Based on the information in this story, do you think that the Japanese economy has really improved? Defend your answer.

3. Refer students to print and online resources, including the websites below, to learn more about the interrelationship between the Japanese and U.S. economies. Next, facilitate a discussion about why Japanese economics are of such interest and importance to the United States.

LINKS:
http://cnn.com/ALLPOLITICS/stories/1999/05/03/obuchi.clinton/
http://cnn.com/WORLD/asiapcf/9903/14/japan.economy.01/index.html
http://lcweb2.loc.gov/frd/cs/jptoc.html
http://www.mofa.go.jp/policy/economy/index.html
http://www.state.gov/www/regions/eap/japan/index.html

Inside Europe : Poland Economy

1. What does Pope John Paul II want to see the people of Poland do? How do Polish citizens believe that the pope's visit may help them? Has Poland's economy improved over the last few years? What evidence from the story supports your answer?

2. In what ways do you think capitalism might make it harder to raise economic standards for the poor? Do you think capitalism can help the poor? Explain.

3. While Poland is still a relatively poor country, it has made remarkable strides since the Gdansk

Agreement of 1980. Direct students to research the history of Poland under Communist rule. Next, have students compare the government of Poland during the Communist era to Poland's present-day government. Has the scope of freedom in Poland changed? Explain. Generate a class discussion about what it might be like to live in a country that restricted people's rights to speak or worship freely.

LINKS:
http://cnn.com/WORLD/europe/9906/05/pope.poland.03/
http://cnn.com/WORLD/europe/9906/08/BC-POPE-POLAND.reut/index.html
http://cnn.com/WORLD/europe/9906/11/PM-Poland-Pope.ap/index.html
http://www.polandonline.com/
http://www.insidepoland.com.pl/
http://www.ru.nobel.se/laureates/peace-1983-1-bio.html

Where in the World? : China Tree Laws

1. How do some Chinese use trees to assist them in their daily exercising? Why do Beijing officials now see this as a form of "tree abuse"? What is the purpose of the recently-enacted law? What have authorities installed to assist people in their exercise routines? Is this equipment tree-friendly? Explain.

2. Is China becoming a more-environmentally conscious nation? Challenge groups of students to research China's efforts to protect and conserve plant and animal species. Then have each group use its information to create an environmental "report card" for China, and determine the government's grades in different categories. Have groups share their report cards and the rationale for their grades.

LINKS:
http://www.hkisl.net/~able_charity/
http://iucn.org/themes/ramsar/about_poyang.htm

EDITOR'S NOTE:
King Abdullah
Jordan
Japan
Poland
capitalism
China
environment

NEWSROOM CHRONICLE

Failing Fine Arts : Failing Fine Arts

1. What are the fine arts? Why have U.S. public schools cut back on arts education? What are some of the educational and psychological benefits of participating in the arts? Give examples.

2. Does your school offer music, art or drama education? Why/why not? Do you participate in the arts? If so, what medium? How do you benefit from pursuing your creative talents? Do you think arts education is worthwhile? Explain.

3. As a class, brainstorm a list of art education topics. Group students. Have each group select a

topic. Direct groups to multimedia resources, including the websites below, to prepare a lesson about their topic. Help groups teach their lessons. Following each lesson, have your students identify the academic, creative, and cognitive benefits of the lesson. Conclude the activity by challenging students to identify how the knowledge and skills derived from the different lessons can be applied to other areas of their lives.

LINKS:
http://theartscouncil.com/resourceorgs.html
http://www.artsusa.org/index.html
http://www.artsednet.getty.edu/
http://www.aaae.org/
http://www.sasked.gov.sk.ca/docs/artsed/artsmain.html

EDITOR'S NOTE:
fine arts education

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

June 28, 1999

In Tuesday's Health Desk: According to medical experts, the majority of childhood injuries occur during the summer months.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:00... 01:00

TODAY'S NEWS ... 01:30... 02:30
Top Story ... 02:40... 05:10
The international community extends its efforts to help rebuild Kosovo.

YOUR DAILY DESK ... 01:00... 06:10
Environment Desk ... 02:35... 08:45
California's Channel Islands have experienced a dramatic decline in fox populations.

WORLDVIEW ... 01:00... 09:45
Top of the World ... 02:50... 12:35
TEACHERS PLEASE PRESCREEN THIS STORY
World labor leaders urge an end to dangerous and exploitative child labor.

Political Front ... 02:40... 15:15
The Internet is a powerful tool to political dissidents throughout Asia.

Taking Care of Business ... 02:50... 18:05
Economic and political factors are revitalizing Thailand's tourist industry.

Wild Kingdom ... 02:35... 20:40
Hsing Hsing the panda has lived "in interesting times."

NEWSROOM CHRONICLE ... 00:45... 21:25
Where in the World? ... 05:30... 26:55
The state of Louisiana is loosing 35 acres of coastal wetlands each year.

Look Ahead ... 00:45... 27:40
June 29: Vanishing State (Part 2)

CNN NEWSROOM CLOSE ... 00:20... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Kosovo: After the Strikes

1. What new steps are NATO and the U.N. taking to help rebuild Kosovo? Is Kosovo stable? Explain. Who are the KLA? According to the video, why is the demilitarizing of the KLA important?

2. What type of relief assistance do you think the returnees and internally displaced people will need to rebuild their livelihoods in Kosovo? What is the mission of the World Food Programme? What obstacles has the World Food Programme encountered in its efforts to supply aid to Kosovo?

3. What atrocities did Serb forces allegedly commit against Kosovar villagers? Have each student write a reflection paper describing his/her reaction to these reports of violence. Instruct students to address their feelings about these reports, and how and why they think this type of violence occurs. Have students share their papers and discuss whether or not this type of violence is endemic to only Yugoslavia.

LINKS:
http://www.wfp.org/kosovoalert/kosovo_index.htm
http://cnn.com/SPECIALS/1998/10/kosovo/related.sites/
http://cnn.com/WORLD/europe/9906/27/kosovo.02/index.html

EDITOR'S NOTE:
World Food Programme
KLA
NATO
United Nations

YOUR DAILY DESK

Environment Desk : Island Foxes

1. What is happening to fox populations on California's Channel Islands? How has their population changed during the last five years? How are the subspecies of these foxes distributed among the islands? How might their distribution cause additional problems for those people who are trying to save them? What predator is causing the Channel Island fox population to decline?

2. How are biologists planning to increase the number of adult foxes? What are biologists planning to do about the foxes' main predator? What bird of prey will biologists use to replace the foxes' main predator? Why? What questions should biologists ask about the animal populations that live further inland before replacing the foxes' main predator? What are the potential positive and negative outcomes of this intervention? Should biologists interfere with the ecosystems on these islands? Why/why not?

3. The story talks about moving one species of eagle inland while importing another. In the standard classification system, all eagles belong to the same genus, but vary by species. Working in small groups, have your students refer to multimedia resources to research the different species of eagles. Have each group choose a specific species and prepare a poster displaying the following information: The species common and scientific names, geographic range, population numbers, preferred prey, and preferred nesting places. Have each group present its species poster and discuss how swapping one species for another might impact the individual ecosystems.

LINKS:

http://www.sky.net/~emily/eagle.html
http://www.fws.gov/r9endspp/i/b/msab0h.html
http://www.state.ak.us/local/akpages/FISH.GAME/notebook/bird/eagles.htm
http://www.nature.nps.gov/im/chis/EMonitorRpt/EM_Sum.htm

EDITOR'S NOTE:
subspecies
Channel Island Fox
golden eagle
bald eagle
bred in captivity

WORLDVIEW

Top of the World : Child Labor

1. According to the video, what dangerous and abusive conditions exist for millions of children who work? According to the ILO, what percentage of children in developing countries work? What do you think are some long-range implications for societies where children labor under dangerous circumstances?

2. How many member states belong to the ILO? How are ILO leaders addressing the problem of child labor? Why do you think it is difficult to get all the member nations to agree to end this practice?

3. What factors are responsible for child labor? What are international organizations doing to address the problem? Have students use the first two websites below and other resources to learn the roots of the problem and what is being done about it. Share student information. Divide the class into groups, and challenge each group to draft a mock U.N. resolution that addresses the issue of child labor. Have groups present their resolutions. Why are resolutions and conventions important in addressing global problems like this one? How effective do students think these diplomatic measures are? Discuss possible political and economic responses to child labor that could help to end the practice.

4. Even in the United States, where child labor is less common, abuse and unfair treatment of underage (minor) workers does occur. Direct students to the last website, the youth information page for the U.S. Department of Labor. As a class, review and discuss the information teenage workers should know about workplace safety and fair treatment as they embark on summer jobs.

LINKS:
http://www.globalmarch.org/
http://www.ilo.org/public/english/90ipec/index.htm
http://www.dol.gov/dol/esa/public/youth/home.htm

Political Front : Internet Politics

1. Why is the Internet viewed with suspicion by some governments in Asia? Do you think these government authorities are justified in their concern? Explain. How are anti-government forces using the Internet to promote their message?

2. What have government authorities in Singapore and China done to stop dissident messages on the Internet from being seen? Why is it difficult, if not impossible for governments to stop or censor

every objectionable site?

3. One speaker in the video notes that the Internet may not be promoting democracy in China, but he claims it is promoting a "more open, liberal and pluralistic" society. What does this mean? Are there any downsides to the openness and free expression offered by the Internet? Explain. How does the Internet easily lend itself to misinformation and distortion?

4. What form of government exists in China? What is the status of civil liberties such as freedom of speech in China? Have students work in groups to learn more about China's political system and its treatment of those who try to speak out against the government. Share group findings in class discussion. Ask students: If you were a Chinese government official, would you be worried about Internet accessibility in your country? Why/why not? If you were a Chinese dissident, how would you use the Internet to make your voice heard?

LINKS:
http://www.infoplease.com/spot/tiananmen.html
http://www.afn.org/~afn20372/pol/fm.html
http://www.zdnet.com/zdnn/content/zdnn/1230/267758.html
http://www.usatoday.com/news/world/china028.htm

Taking Care of Business : Thai Tourists

1. What is meant by the term 'exchange rate?' According to the video, how does the exchange rate for Thailand's currency, the baht, compare to that of other travel spots? How is the favorable exchange rate impacting Thailand's tourist industry?

2. Compare the political situation in Thailand to that of other regional tourist destinations like Malaysia and Indonesia. Why do you think tourists favor countries that appear to be politically stable? Discuss the connection between political stability and economic growth.

3. Direct groups of students to research and prepare travel brochures, websites or posters promoting Thailand. Their efforts should highlight cultural, historical and geographic attractions as well as information on Thailand as a "bargain" destination. Have groups present their work to the class.

LINKS:
http://www.bangkok.com/misc/tt/rank/
http://www.tat.or.th/
http://www.bangkok.com/baht/

Wild Kingdom : Panda and China

1. When did China give the U.S. pandas? Discuss some of the events that have occurred in China and the U.S. since that gift was made. What have been some of the high points and low points of U.S.-China relations since 1972?

2. What do you think the gift of the pandas symbolized to the Chinese? Why do you think Americans have been so fascinated with the pandas? Hsing Hsing, the remaining panda at the Washington Zoo, is seriously ill. How has he lived, as the Chinese proverb says, "in interesting times"?

LINKS:
http://www.wwfcanada.org/facts/panda.html
http://www.nature-net.com/bears/panda.html
http://www.si.edu/resource/faq/nmnh/panda.htm

EDITOR'S NOTE:
International Labor Organization
baht
People's Republic of China
Tiananmen Square

NEWSROOM CHRONICLE

Where in the World? : Louisiana: Vanishing State (Part 1)

1. Where is Louisiana located? What are wetlands? How much land is Louisiana losing each year because of advancing salt waters? Why? How is the loss of land affecting the citizens of Southern Louisiana and their culture?

2. Inform students that according to the Louisiana Coastal Restoration Website, "during Colonial times the United States contained an estimated 221 million acres of wetlands. Today wetlands cover approximately 103 million acres, a loss of more than 50%." Have groups of students refer to the websites below to investigate the answers to the following questions: Why are coastal wetlands a valuable natural resource? How do human activities and forces of nature affect the wetlands? Why is the relationship between plants and animals in the wetlands important?

3. Have student refer to Internet resources, including the second website below, to research the Coastal Wetlands Planning, Protection and Restoration Act of 1990. This act is also referred to as the Breaux Act. Group students. Direct each group to prepare a presentation about the scope, significance, and impact of the Breaux Act in either Louisiana or another U.S. state. Have groups present their findings and discuss whether or not the Breaux Act is effective.

LINKS:
http://www.state.la.us/
http://www.lacoast.gov/Programs/links.htm
http://www.lacoast.gov/Programs/CWPPRA/Reports/CaringBrochure/index.htm
http://www.nwrc.nbs.gov/

EDITOR'S NOTE:
Louisiana
wetlands
global warming
levee

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

June 29, 1999

In Wednesday's Business Desk: A strong economy and favorable demographic trends means new college graduates are easily able to get jobs.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:00... 01:00

TODAY'S NEWS ... 01:15... 02:15
Top Story ... 05:00... 07:15
-NATO forces continue to encourage KLA disarmament in Kosovo.
-Kosovar Serbs observe the 610th anniversary of the Battle of Kosovo.

Capital News: Federal Surplus ... 01:50... 09:05
President Clinton announces that the U.S. government will have a larger than expected budget surplus.

YOUR DAILY DESK ... 01:00... 10:05
Health Desk ... 01:05... 11:10
The number of injuries to children significantly increase during the summer months.

WORLDVIEW ... 01:00... 12:10
Political Front ... 03:45... 15:55
Journalists begin to enjoy some freedom of expression in Indonesia.

Taking Care of Business ... 02:35... 18:30
The Asian economic crisis is still affecting Hong Kong's small businesses.

Inside North America ... 02:15... 20:45
Scientists believe that global warming is affecting salmon populations and other marine life.

Short Take ... 01:25... 22:10
A relic of Buddha arrives for display in Hong Kong.

NEWSROOM CHRONICLE ... 01:00... 23:10
Louisiana: Vanishing State (Part 2) ... 04:00... 27:10
Nature photographer, Julia Sims, chronicles the wildlife and beauty of Louisiana's swamps.

Look Ahead ... 00:20... 27:30
June 30: Vanishing State (Part 3)

CNN NEWSROOM CLOSE ... 00:30... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Kosovo: After the Strikes

1. Who are the KLA? Why is the disarmament of KLA soldiers important? Why are KFOR troops in Kosovo? Has the disarmament campaign been effective? Explain. Do you think disarmament in Kosovo can be accomplished? Why/why not?

2. What is the historical, religious and political significance of the Battle of Kosovo? Do you think this anniversary of the Battle of Kosovo is different from previous anniversaries? Explain. According to the video, how did President Milosevic use the anniversary of this historic event to promote his nationalistic agenda? Why are Serb religious leaders upset with President Milosevic?

3. Divide your class into two groups to debate whether or not peace can be achieved in Kosovo. Have groups review the video and refer to multimedia resources to prepare their arguments. Following the debate, have students determine which of the groups' arguments are the most compelling.

LINKS:
http://cnn.com/WORLD/europe/9906/28/kosovo.02/
http://cnn.com/WORLD/europe/9906/28/kosovo.anniversary/
http://cnn.com/WORLD/europe/9906/27/kosovo.02/
http://www.gov.yu/kosovo_facts/

Capital News: Federal Surplus : Capital News: Federal Surplus

1. What is the federal government budget surplus? How does President Clinton propose to manage the federal budget surplus? What is Medicare? What is the purpose of Presidents Clinton's proposed "lock-box"?

2. What is the national debt? Refer students to the last website below to learn the current amount of the U.S. national debt. Does the U.S. government have enough money to pay off its national debt? Explain.

3. Have students find out the name of their congressional representative. Refer students to the websites below to obtain background information about Medicare and Social Security reform, children's education and health programs, and tax relief. Next, have each student write a letter to their congressperson in support of one of President Clinton's proposed surplus spending plans or tax relief. Instruct students to share their letters and discuss the benefits and drawbacks of each proposed spending plan.

LINKS:
http://cnn.com/ALLPOLITICS/stories/1999/06/28/budget.surplus/
http://cnn.com/ALLPOLITICS/stories/1999/06/28/medicare/
http://cnn.com/ALLPOLITICS/resources/1999/medicare/
http://rs9.loc.gov/medicare/
http://www.ssa.gov/
http://www.ssa.gov/understanding.htm
http://www.cbo.gov/
http://www.toptips.com/debtclock.html

EDITOR'S NOTE:

KLA
demilitarize
KFOR
Battle of Kosovo
Slobodan Milosevic
Medicare
national debt
Social Security Trust Fund

YOUR DAILY DESK

Health Desk : Summer Safety

1. How many children under 14 are brought to hospitals for treatment of bike related injuries per year? What can kids do to prevent from sustaining bike, skateboard and roller blade related injuries? Why do you think the number of injuries to children significantly increase during the summer months?

2. Inform students that according to the National Safe Kids Campaign, "unintentional injury remains the leading cause of death among children ages 14 and under in the United States...(and that) one out of every four children, or more than 14 million children ages 14 and under, sustains injuries that are serious enough to require medical attention each year." Ask students if they have ever sustained an unintentional injury that required medical attention. If so, have students relate what they might have done to prevent the injury from occurring. Remind students that the Fourth of July is this Sunday. What can students do to prevent themselves and other from being hurt by fireworks?

3. Divide your class into eight groups. Refer groups to multimedia resources, including the websites below, to develop a safety awareness campaign for kids about one of the following common childhood injuries:
    1. bicycling
    2. drowning
    3. fire and burns
    4. suffocation
    5. choking
    6. unintentional firearm injuries
    7. poisoning
    8. falls

    Have each group prepare a presentation that includes informational posters and brochures. Display the groups' safety information in your school library.

LINKS:
http://cnn.com/HEALTH/diet.fitness/9906/03/summer.safety/
http://www.redcross.org/hss/tipgloss.html
http://www.safekids.org/home.html
http://americanheart.org/
http://www.mayohealth.org/mayo/firstaid/htm/fa6c.htm

EDITOR'S NOTE:
National Safe Kids Campaign
injury prevention

WORLDVIEW

Political Front : Indonesia Free Press

1. What was life like for journalists under President Suharto's rule? How did writers for "Tempo" magazine try to fight this censorship? Why was "Tempo" banned in 1994? In what way was working for the media a kind of "balancing act" in Indonesia under these conditions?

2. What evidence does the video present to support the claim that there is now more freedom of the press in Indonesia? According to the political commentator interviewed in this segment, how might freedom actually bring more problems to Indonesia's journalists? What is a "responsible press"? Why is a responsible press vital to a democratic republic?

3. Assist students in conducting research to learn more about the political system in Indonesia and the major issues facing Indonesia's government. Share student findings. Discuss the role of a free press in informing Indonesia's people about each of these issues. Compare the role of the press in a democratic system to its role in a dictatorship.

LINKS:
http://www.emulateme.com/government/indongov.htm
http://www.asiasociety.org/publications/indonesia/
http://www.asiadragons.com/indonesia/
http://hongkong1.cnet.com/Briefs/Dispatches/Indonesia/980515/index.html

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Taking Care of Business : Hong Kong Small Businesses

1. How is the Asian financial crisis still being felt among businesses in Hong Kong? According to Hong Kong's government, how many small businesses have closed their doors since September? Why do you think that small businesses are especially hard-hit during tough economic times?

2. What kind of business does Andy To own? How has the economic crisis affected his business? How has the crisis impacted his brother's optical shop? What local economic factors are making operating a business difficult for both shop owners?

3. Why are local banks nervous about loaning money to existing small businesses in Hong Kong? Have students work in groups to learn more about the Asian economic crisis and its widespread impact. Share group findings. In the video we are told that Hong Kong is pressuring its banks to extend more loans to small businesses, since these businesses employ 40% of the population. If students were in the bankers' position, how might they respond? Challenge students to put themselves in the place of bank executives in Hong Kong, and write brief letters to a local shop owner approving or denying his request for a loan, along with the bank's rationale.

LINKS:
http://www.iie.com/CATALOG/WP/1999/99-4.htm
http://www.stern.nyu.edu/~nroubini/asia/AsiaHomepage.html
http://worldnews.miningco.com/msub14.htm

Inside North America : Salmon and Global Warming

1. What are fishermen noticing about the salmon in Alaska's Yukon River? According to the Worldwide Fund, what is responsible for this change? According to scientists, what is the link between fish stocks and changes in ocean temperature?

2. Review the definition of greenhouse gases with students. How do these gases impact marine life

and ultimately, all life on the earth? Challenge groups of students to create diagrams that illustrate the impact of greenhouse gases on life on earth, including plant life, animals and humans. Have groups present and explain their diagrams.

3. The consequences of global warming could be devastating, but what is being done to reverse it? Direct groups of students to research global warming and ideas for addressing the problem. In class discussion, share group information. Discuss which approaches appear to be most practical and which appear to be most effective. What do students think should be done?

LINKS:
http://www.epa.gov/globalwarming/
http://www.law.pace.edu/env/energy/globalwarming.html
http://www.gcrio.org/gwcc/toc.html

Short Take : Buddha's Tooth

1. Who was Buddha? What holy relic from Buddha arrived recently in Hong Kong? What has happened to other relics of Buddha? What "special powers" is this relic believed to possess?

2. What is a relic? Why are relics important to believers of religions? How are they powerful symbols of religious culture and lore? Have you ever seen a relic? If so, what kind of special treatment did this object receive and why?

LINKS:
http://www.ncf.carleton.ca/dharma/introduction/life-of-the-Buddha.html
http://www.interinc.com/Allfaiths/Buddhism/

EDITOR'S NOTE:
censorship
Yukon River Delta
Worldwide Fund
global warming
pagoda
Buddhism
Tang Dynasty

NEWSROOM CHRONICLE

Louisiana: Vanishing State (Part 2) : Louisiana: Vanishing State (Part 2)

1. Locate Louisiana on a map? How much of Louisiana's marshland is disappearing each year? Why? What is a swamp? How are the animals, plants and people living in Louisiana's swamps being affected by land loss? Who is Julia Sims? What is Ms. Sims doing to preserve Louisiana's swamps?

2. Refer students to the first website below to view some of Ms. Sims photographs. What do these photographs reveal about the natural beauty and wonder of the Louisiana swamps? As students view Ms. Sims' photographs, remind them that these swamps are disappearing, and that this natural beauty and wildlife could be gone forever. Next, instruct students to write a poem, essay, or short story describing their reactions to Ms. Sims' photographs and the loss of the swamps. Have students share their writings and discuss.

LINKS:
http://www.juliasims.com/
http://www.state.la.us/
http://www.lacoast.gov/Programs/links.htm
http://www.lacoast.gov/Programs/Cwppra/Reports/RestorationPlan/prob.htm
http://www.lacoast.gov/Programs/CWPPRA/Reports/CaringBrochure/index.htm
http://www.nwrc.nbs.gov/

EDITOR'S NOTE:
Louisiana
swamp
egret
cypress trees
nature photographer
logging

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

June 30, 1999

In Thursday's Science Desk: Astronomers are now able to calculate an accurate age of the universe.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:00... 01:00

TODAY'S NEWS ... 01:15... 02:15
Top Story ... 05:45... 08:00
Kurdish rebel leader, Abdullah Ocalan, receives the death sentence.

YOUR DAILY DESK ... 01:00... 09:00
Business Desk ... 02:30... 11:30
A strong economy and favorable demographics make it easier than ever for college graduates to get good jobs.

WORLDVIEW ... 01:00... 12:30
Top of the World ... 03:40... 16:10
Indonesians attempt to change their attitude toward the country's ethnic Chinese.

Taking Care of Business ... 02:25... 18:35
Japanese officials initiate a new government program to combat the nation's unemployment.

Inside North America ... 02:30... 21:05
The flag that inspired Francis Scott Key is undergoing a three-year restoration.

Check It Out! ... 01:00... 22:05
Chess champion Gary Kasparov is taking on the public on the Internet.

NEWSROOM CHRONICLE ... 01:00... 23:05
Louisiana: Vanishing State (Part 3) ... 04:00... 27:05
CNN correspondent Tim Wahl profiles a man who lives in the swamplands of Louisiana.

CNN NEWSROOM CLOSE ... 00:55... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Ocalan Death Sentence

1. Who is Abdullah Ocalan? Who are the Kurds? Why are the Kurds considered a "fractured community"? What is the name and mission of Abdullah Ocalan's political party? Why was Abdullah Ocalan in hiding during the last year? On what grounds was Abdullah Ocalan tried?

2. How did Kurdish groups throughout the world respond to Abdullah Ocalan's arrest last February? Why do you think their response to his death sentence has been relatively subdued? Why do you think Kurdish groups are rallying for Abdullah Ocalan? How has the Turkish public responded to Abdullah Ocalan's sentence?

3. Why do you think human rights groups have been monitoring Abdullah Ocalan's trial? Have students refer to multimedia resources, including the last website below, to learn more about the Turkish judicial system and the process of Abdullah Ocalan's trial. As a class, discuss the following questions: Do you think Abdullah Ocalan received a fair trial? If Abdullah Ocalan's death sentence is carried out how will this serve the interests of Turkey, the PKK, and the international community? Do you think Abdullah Ocalan should be executed? Why/why not?

4. Have groups of students refer to the websites listed below to learn more about the history of the Turkish Kurds, Kurdish independence movements and the PKK. Have each group identify the legal status of Turkish Kurds, and when and why the Kurdish independence movements began. Have each student write a paper addressing whether or not the international community should support the notion of an independent Kurdish state.

LINKS:
http://cnn.com/WORLD/meast/9906/29/ocalan.verdict.04/
http://cgi.pathfinder.com/time/daily/special/kurds/index.html
http://www.turkey.org/
http://www.hrw.org/campaigns/turkey/index.htm
http://www.hrw.org/hrw/campaigns/turkey/security.htm

EDITOR'S NOTE:
Turkey
Abdullah Ocalan
Ethnic Kurd Separatists
guerilla military campaign
PKK

YOUR DAILY DESK

Business Desk : College Employment

1. What is the approximate national unemployment rate? What is the unemployment rate for college graduates? How is the strong economy affecting job prospects for new college graduates? Besides the economy, how are population statistics making this a favorable job market in the U.S.?

2. How are businesses reacting to the shortage of qualified workers? What are some incentives companies are offering to attract young employees? How is the health of the job market reflected in the salaries being offered to college graduates in different fields?

3. In this video we learn that college graduates are "hot commodities" to many companies. Why is this so? Generate a class discussion about how the forces of supply and demand are at work in this job market. Discuss how the supply of qualified workers and the demand for them currently favors the workers, and why. Then discuss what the job market might be like, and how both college graduates and companies might behave, under the opposite supply/demand scenario: There are

many college graduates but few job openings (high supply, low demand).

4. Have students consult the U.S. Census Bureau website (second website below) to learn more about current U.S. population statistics by age. Divide students into groups. Based on the numbers they have seen, have them predict some hot job fields ten to twenty years from now. Share student predictions and discuss how demographics can be used to demonstrate a need for specialized businesses and workers.

LINKS:
http://www.bls.gov/eag.table.html
http://www.census.gov/population/estimates/nation/intfile2-1.txt

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EDITOR'S NOTE:
unemployment rate
recruiters
demographics
incentives
stock options
signing bonuses
Liberal Arts
economics

WORLDVIEW

Top of the World : Indonesia's Chinese

1. What percentage of Indonesia's population is made up of ethnic Chinese? What happened to many Chinese in Indonesia during last year's riots? How does the appearance of Jakarta's Chinatown help to explain how the Chinese responded?

2. Besides the physical damage done to Chinese life and property, what painful fact did the riots reveal? What basic rights were ethnic Chinese denied until recently in Indonesia? What discriminatory laws did President B.J. Habibie recently repeal? How is this change in government attitude helping to change the attitudes of some Indonesians toward the ethnic Chinese?

3. What is a scapegoat? Ask students to find definitions for this word, and discuss the word's meaning with the class. Why were Indonesia's Chinese the targets of violence last year? How were they scapegoats? Have students consult the Internet and other resources to learn more about the reasons why ethnic Chinese were blamed by some Indonesians for their nation's problems. Share student findings. Have there been other times in history when ethnic groups have been scapegoated? Discuss the long-term effects of scapegoating on both parties.

LINKS:
http://www.hrw.org/hrw/press98/feb/indo-al0.htm
http://news1.thdo.bbc.co.uk/hi/english/world/analysis/newsid_51000/51981.stm
http://www.hartford-hwp.com/archives/54b/index-g.html

Taking Care of Business : Japan Corporate

1. What is the objective of Prime Minister Obuchi's new government program? Why has the government intitiated this program? What are some of the major points of the plan?

2. How did economists react to the program? Compare their reaction to that of business leaders. How will the government pay for the jobs program? In spite of these efforts, what are analysts predicting about the employment situation in Japan?

3. The unemployment rate in the U.S. is about 4.2%. In Japan, the unemployment rate is around 4.6%. Although these figures are similar, the U.S. is enjoying relatively low unemployment, while for the Japanese, this number is very high. Assist students in conducting research to learn more about the current state of the Japanese and U.S. economies, and compare their findings in class discussion. What factors are responsible in each case? Discuss.

LINKS:
http://www.dispatch.com/news/bus99/mar99/plug2fbus.html
http://www.skali.com/business/eco/199903/02/eco19990302_17.html
http://www.cyberhaven.com/globalinvesting/oecdjapanoutlook.html
http://news.bbc.co.uk/hi/english/world/asia-pacific/newsid_265000/265248.stm

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Inside North America : Flag Restoration

1. How old is the flag that inspired Francis Scott Key to write "The Star Spangled Banner?" Of what materials is the flag made? What is happening to these fibers? How much is it costing to restore the flag? How long will it take to completely restore the flag?

2. Where is the restoration being done? Describe how the process is taking place. Why might the process have originally taken much longer? What is souveniring? Do you think souveniring of historical items like this flag should be allowed to occur? Explain.

3. The flag that inspired Francis Scott Key looks different from the U.S. flag that flies today. How? Have students research the different flags that have flown over the United States and the history behind each one. Then have each student choose a flag from one time period and write the flag's perspective on what it has "witnessed" in that historical era.

4. For our viewers in the U.S., Sunday is July 4th, also known as Independence Day. U.S. flags will be evident everywhere as Americans celebrate this holiday. Ask your students if they know that there are rules and federal laws regarding the proper display of the U.S. flag. Consult the last website below to learn more about flag protocol and federal laws mandating respect for the flag. As a class, compile an informative brochure on How to Properly Display the Flag, and donate copies to your school's media center.

5. How are flags powerful national symbols? Group students. Have each group choose one country and research the history of its flag, including different versions of the flag that have evolved over the years. Direct each group to make a formal presentation of its findings. Discuss how the history and symbolism behind a nation's flag make it a source of emotion and national pride.

LINKS:
http://www.macontelegraph.com/special/ssbs/html/r.htm
http://www.si.edu/organiza/museums/nmah/objects/ssb01.htm
http://www.main.org/boyscout/flagcode.htm

EDITOR'S NOTE:
Jakarta
B.J. Habibie
public sector
subsidies
Museum of American History

NEWSROOM CHRONICLE

Louisiana: Vanishing State (Part 3) : Louisiana: Vanishing State (Part 3)

1. Where is Louisiana located? What are wetlands? How much of Louisiana wetlands are being lost each year? Why? Who is Pancho Dieux? How does Mr. Dieux make his living? What is the origin of the Cajun culture? What is a nutria? How have the nutria affected the swamp's ecosystem? Do you think Mr. Dieux will ever leave the swamp? Explain.

2. What impact do you think Mr. Dieux's lifestyle has had on the swamp? How does Mr. Dieux's philosophy, "that he never takes more than he needs or more than the land can bear," differ from the philosophy of consumerism?

3. Have students refer to print and online resources, including the first three websites below, to research the pros and cons of trapping. Next, divide your class into two groups to debate whether or not Mr. Dieux should continue to trap.

LINKS:
http://www.peta-online.org/
http://www.furisdead.com/pr.html
http://www.nationaltrappers.com/
http://www.state.la.us/
http://www.lacoast.gov/Programs/links.htm
http://www.lacoast.gov/Programs/Cwppra/Reports/RestorationPlan/prob.htm
http://www.lacoast.gov/Programs/CWPPRA/Reports/CaringBrochure/index.htm
http://www.nwrc.nbs.gov/

EDITOR'S NOTE:
Louisiana
swamp
wetlands
Cajun culture
trapping

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